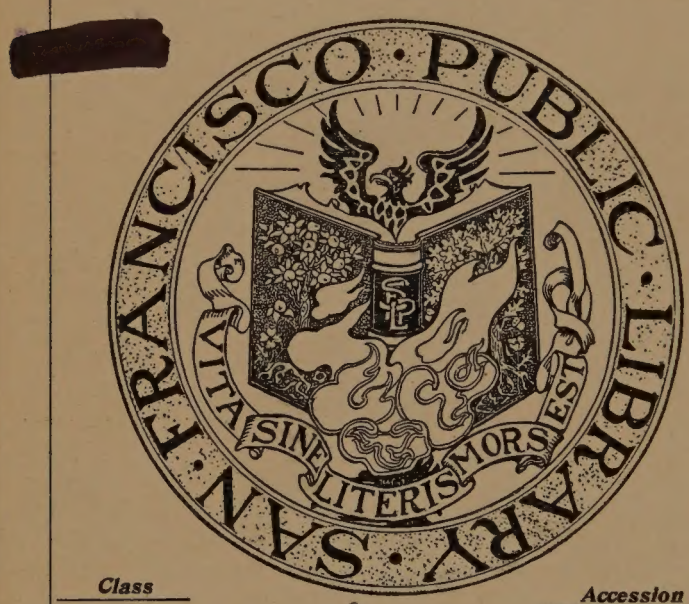

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HON. GEORGE B. MCCLELLAN
Honorary President, Second Playground Congress

PLAYGROUND ASSOCIATION OF AMERICA

PROCEEDINGS

of the

Second Annual Playground Congress

New York City, September 8–12, 1908

and

YEAR BOOK

1908

PUBLISHED BY THE
PLAYGROUND ASSOCIATION OF AMERICA
1 MADISON AVENUE, NEW YORK CITY

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Preface

The Second Annual Congress of the Playground Association of America was held in New York, September 8 to 12, 1908, under the Honorary Presidency of the Hon. George B. McClellan, Mayor of New York City.

In point of attendance and general interest the Congress was an unqualified success. Thirty-one States, Canada and Porto Rico were represented by delegates and a number of large cities throughout the country were represented either by their mayors or by official delegations.

In gathering material for the Proceedings the conviction grew that a number of special articles appearing in the Descriptive Program and elsewhere were of such importance to the playground movement as to merit publication. Hence Part II of the present volume was compiled, and it is here presented as the first edition of a Year Book which will be published annually by the Playground Association.

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Hon. George B. McClellan, Honorary President, Second Playground Congress ..... *Frontispiece*

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PART I

Proceedings of the Second Annual Playground Congress

Report of the Second Annual Congress of the Playground Association of America

ANNA L. VON DER OSTEN,
Playground Association of America

The Second Annual Congress of the Playground Association of America was held at the American Museum of Natural History, Seventy-seventh Street and Central Park West, New York City, from Tuesday, September 8, to Saturday, September 12, 1908. At the initial congress of the Association, held in Chicago during June, 1907, it had been resolved that a second convention should be called the following year and held in New York City. Plans of organization for the second congress were discussed at a meeting of the Executive Committee of the Playground Association held on February 20, and the date and place of meeting were decided upon.

To make the occasion one of prominence and achievement, it was decided to engage the services of a special secretary who should devote his whole time and effort exclusively to this work. Mr. J. Warshaw, formerly a superintendent of schools in Porto Rico, was appointed Congress Secretary, and the success of the occasion was largely due to his efficient work.

OFFICERS OF THE SECOND ANNUAL PLAYGROUND CONGRESS

George B. McClellan, Mayor of New York City, *Honorary President*
Luther Halsey Gulick, *President*
Frederic B. Pratt, *Treasurer*
J. Warshaw, *Secretary*

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Luther Halsey Gulick, *President*
Henry S. Curtis, *Secretary*
Lee F. Hanmer, *Field Secretary*
Grace E. J. Parker, *Financial Secretary*
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Felix Warburg, *Chairman of Finance Committee*

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Mrs. William H. Bliss
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Gen. George W. Wingate
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Theodore Wirth
Dr. George Woodward
Dr. Mary E. Woolley

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Robert W. de Forest
Homer Folks
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John M. Glenn
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Executive Committee

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Sir Caspar Purdon Clarke
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Alice Lewisohn
Samuel Parsons
Lillian D. Wald

Reception Committee

Sadie American
Howard Bradstreet
Evelyn Goldsmith
Lillian D. Wald

Wednesday Afternoon, September 9.
Visits to New York City Playgrounds.

Wednesday Evening, September 9.
Exhibition of Lantern Slides and Biograph Pictures:
Miscellaneous Lantern Slides.
Motion Pictures of Folk Dancing taught in New York City Public Schools, explained by Mr. Lee F. Hanmer, Field Secretary, Playground Association of America, New York, N. Y.
Playground Activities in Troy, N. Y., explained by Mrs. F. W. Thomas, Troy, N. Y.

Fourth General Conference:
Hon. George A. Hibbard, Chairman.
"The Playground from the Standpoint of the Executive Officer of the City," by Hon. George A. Hibbard, Mayor, Boston, Mass.
"The Relation of Playgrounds to Juvenile Delinquency," by Mr. Allen Burns, Dean, School of Philanthropy, Chicago, Ill.
"The Playground as a Phase of Social Reform," by Mrs. Harriet Hickox Heller, Chief Probation Officer, Omaha, Neb.
"The Playground for Country Villages," by Prof. Royal Melendy, City Homes Association, Chicago, Ill.
"The Play Festival in the Country," by Mr. Myron T. Scudder, Rutgers Preparatory School, New Brunswick, N. J.

Thursday Morning, September 10.
Meetings of Committees:
Athletics for Girls, Miss Josephine Beiderhase, Chairman.
Equipment, Mr. Seth T. Stewart, Chairman.
Play in Institutions, Miss Sadie American, Chairman.
(Special Conference and Committee Meeting combined.)
State Laws, Mr. Joseph Lee, Chairman.
Storytelling in the Playground, Miss Maud Summers, Chairman.

Meeting of National Council, Playground Association of America.

Dr. Luther H. Gulick, Chairman.

Presentation of Reports:

Mr. Felix Warburg, Chairman Finance Committee.

Dr. Henry S. Curtis, Secretary, Playground Association of America.

Mr. Lee F. Hanmer, Field Secretary, Playground Association of America.

Mr. Charles L. Hutchinson, Treasurer, Playground Association of America.

Miss Grace E. J. Parker, Financial Secretary, Playground Association of America.

Revision of Constitution.

Thursday Evening, September 10.

Exhibition of Lantern Slides and Biograph Pictures.

Playgrounds of Chicago, explained by Mr. Graham Romeyn Taylor, Playground Association of Chicago, Chicago, Ill.

Fifth General Conference:

Hon. J. Hampden Robb, Chairman.

Address of Welcome by Hon. J. Hampden Robb, Secretary, American Museum of Natural History.

Remarks of Hon. Patrick F. McGowan, President, Board of Aldermen, New York, N. Y.

Address of Hon. Charles E. Hughes, Governor of New York State, Albany, N. Y.

"Can the Child Survive Civilization?" by Dr. Woods Hutchinson, New York, N. Y.

"Children of the Century," by Dr. Luther H. Gulick, President, Playground Association of America, New York, N. Y.

Friday Morning, September 11.

Conferences:

Conference of City Officials, Hon. Patrick F. McGowan, Chairman.

The Playground Situation in Chicago, letter of Mr. Henry

G. Foreman, President, South Park Commissioners, Chicago, Ill.

"The Playgrounds under the Philadelphia Board of Education," by Mr. William A. Stecher, Director of Physical Training, Public Schools, Philadelphia, Pa.

"Municipal Playgrounds in Chicago," by Hon. A. W. Beilfuss, Chairman, Special Park Commission, Chicago, Ill.

Conference of Supervisors of Playgrounds, Mr. E. B. DeGroot, Chairman.

Conference on Games and Play Festivals for Country Children, Mr. Myron T. Scudder, Chairman.

Friday Afternoon, September 11.

Exhibition.

Athletics:

Boys' Branch, Public Schools Athletic League of New York City.

Games and Folk Dancing:

Girls' Branch, Public Schools Athletic League of New York City.

Military Drill:

Boys from Public School Playgrounds, Newark, N. J.

Friday Evening, September 11.

Exhibition of Lantern Slides and Biograph Pictures.

Playgrounds under the Departments of Parks and Education, New York City, explained by Mr. Howard Bradstreet, Secretary, Parks and Playgrounds Association, New York, N. Y.

Sixth General Conference:

Mr. Joseph Lee, Chairman.

Address of Dr. William H. Maxwell, Superintendent of Schools, New York, N. Y.

"University Extension in Physical Education," by Prof. Clark W. Hetherington, Director, Department of Physical Education, University of Missouri, Columbia, Mo.

"A Home Playground," by Mr. Joseph Lee, Boston, Mass.

Saturday Morning, September 12.

Meeting of the National Council, Playground Association of America.

Reading of Committee Reports:

Athletics for Girls
Athletics for Boys
Equipment
Storytelling in the Playground
A Normal Course in Play
State Laws
Play in Institutions
Kindergartens
Nominations

Election of Officers.

Saturday Afternoon, September 12.

Festival of Folk and National Dancing.

Exhibition of Folk and National Dances at Van Cortlandt Park, N. Y.

Meeting of the Board of Directors, Playground Association of America.

	Tuesday, September 8	Wednesday, September 9
A. M. **9 to 11 o'clock**		Special Conferences of Committees Athletics for Girls—Josephine Beiderhase, Chairman. Equipment—Seth T. Stewart, Chairman. Storytelling in the Playground—Maud Summers, Chairman. Committee Meetings A Normal Course in Play—Clark W. Hetherington, Chairman. Athletics for Boys—Emanuel Haug, Chairman. Kindergartens—Luella A. Palmer, Chairman.
11 o'clock A.M. **to** **1 o'clock P. M.**	Special Conferences of Committees A Normal Course in Play—Clark W. Hetherington, Chairman. Athletics for Boys—Emanuel Haug, Chairman. Kindergartens—Luella A. Palmer, Chairman. State Laws—Joseph Lee, Chairman.	Third General Conference *Papers* Winter Organization of Playgrounds—Arthur Leland. The Playground Movement as a Necessary Supplement to Child Labor Restriction—Everett W. Lord. Some Inexpensive Apparatus—Dr. E. H. Arnold. Recent Playground Development in Chicago—E. B. DeGroot.
P. M. **3 o'clock**	First General Conference *Papers* Games Every Boy and Girl Should Know—George E. Johnson. Newark's Municipal Camp, Charles A. McCall. Landscape Gardening in Playgrounds—Charles Mulford Robinson. National Festivals in Chicago During the Past Year—Amalie Hofer.	VISITS TO PLAYGROUNDS
8 to 8.20 o'clock P. M.		**BIOGRAPH**
P. M. **8.20 o'clock**	Second General Conference *Papers* Roof Playgrounds—C. B. J. Snyder. What the Playground can do for the Girls—Beulah Kennard. The Intelligent Operation of Playgrounds—William J. McKiernan. The School Camp—Dr. Winthrop Talbot. The Need of a Play Organizer—Howard Bradstreet.	Fourth General Conference *Papers* The Playground from the Standpoint of the Executive Officer of the City—Hon. George B. Hibbard. The Relation of Playgrounds to Juvenile Delinquency—Allen Burns. The Play Movement as a Phase of Social Reform—Mrs. Harriet Heller. The Playground for Country Villages—Prof. Royal Melendy. The Play Festival in the Country—Myron T. Scudder.

THURSDAY, SEPTEMBER 10	FRIDAY, SEPTEMBER 11	SATURDAY SEPTEMBER 12
COMMITTEE MEETINGS Athletics for Girls—Josephine Beiderhase, Chairman. Equipment—Seth T. Stewart, Chairman. Play in Institutions—Sadie American, Chairman (Special Conference and Committee Meeting). State Laws—Joseph Lee, Chairman. Storytelling in the Playground—Maud Summers, Chairman.	CONFERENCE OF CITY OFFICIALS Hon. Patrick F. McGowan, Chairman CONFERENCE OF SUPERVISORS OF PLAYGROUNDS E. B. De Groot, Chairman CONFERENCE ON GAMES AND PLAY FESTIVALS FOR COUNTRY CHILDREN Myron T. Scudder, Chairman	MEETING OF NATIONAL COUNCIL *Committee Reports:* Athletics for Girls. Athletics for Boys. Equipment. Storytelling in the Playground. Play in Institutions. State Laws. A Normal Course in Play. Kindergartens. Nominations. *Executive Session* Election of Officers.
MEETING OF NATIONAL COUNCIL *Reports* Felix Warburg, Chairman, Finance Committee. Dr. Henry S. Curtis, Secretary, Playground Association of America. Lee F. Hanmer, Field Secretary, Playground Association of America. Charles L. Hutchinson, Treasurer, Playground Association of America. Grace E. J. Parker, Financial Secretary, Playground Association of America. *Executive Session* Revision of Constitution.		
	EXHIBITION Athletics. Boys' Branch, Public Schools Athletic League. Games and Folk Dancing. Girls' Branch, Public Schools Athletic League. Military Drill. Boys from Public School Playgrounds, Newark, N. J.	FESTIVAL OF FOLK AND NATIONAL DANCES MEETING OF BOARD OF DIRECTORS

AND LANTERN SLIDES

FIFTH GENERAL CONFERENCE *Papers* Address of Welcome—Hon. J. Hampden Robb. Remarks of Hon. Patrick F. McGowan. Address of Hon. Charles E. Hughes. Can the Child Survive Civilization? Dr. Woods Hutchinson. Children of the Century—Dr. Luther H. Gulick.	SIXTH GENERAL CONFERENCE *Papers* Address of Dr. Wm. H. Maxwell. University Extension in Physical Education—Clark W. Hetherington. A Home Playground—Joseph Lee.	

OFFICIAL DELEGATES

Through letters of invitation sent in the name of Mayor George B. McClellan, the Honorary President of the Playground Congress, to mayors of cities throughout the country, urging them to attend the sessions in person, and also to interest the officials of the municipal departments in their cities, the interest and co-operation of sixty-three executives were secured. They consented to represent their cities personally or through official delegations, as shown by the following list. The representation thus made covered twenty-three States, from Maine to California, as well as the city of Toronto in Canada.

DELEGATES APPOINTED BY MAYORS TO REPRESENT CITIES AT THE SECOND ANNUAL PLAYGROUND CONGRESS

State	City	Mayor	Delegation
California	Alameda	Ed. K. Taylor	Dr. F. W. D'Evelyn.
			Dr. E. M. Keys.
			J. S. McDowell.
	Los Angeles	A. C. Harper	
Connecticut	Hartford	Ed. W. Hooker	Willis I. Twitchell.
	New Britain	George M. Landers	J. Herbert Wilson.
	New Haven	James B. Martin	Gustave X. Amrhyn.
			Mrs. Edward I. Atwater.
			Frank H. Beede, Supt. of Schools.
			Ernest L. Warden, Sec., Associated Civic Societies.
	New London	Benjamin L. Armstrong	F. S. Newcomb.
Delaware	Wilmington	Horace Wilson	S. Cornelia Bowman.
			Ed. R. Mack, Park Engineer.
			Howard D. Ross, City Treasurer.
			Elizabeth H. Talley.
			Edna Taylor.
			Jennie Weaver.
District of Columbia	Washington	Henry B.F. Macfarland, Pres., Board of Commissioners	Fred. G. Coldren, Vice-Pres., Washington Playground Asso.
			Alfred W. Cooley.
			W. V. Cox, Vice-Pres., Board of Education.
			Dr. Henry S. Curtis, Supervisor, Washington Playground Asso

State	City	Mayor	Delegation
District of Columbia	Washington	Henry B.F. Macfarland, Pres., Board of Commissioners	Hon. W. H. Delacey, Judge, Juvenile Court.
			John Joy Edson, Pres., Board of Charities.
			Dr. Merrill E. Gates.
			Robert N. Harper, Pres., Chamber of Commerce.
			Mrs. W. H. Hoeke.
			B. Pickman Mann, Pres., Board of Children's Guardians.
			Mrs. Ellen Spencer Mussey, Chairman, School Committee on Playgrounds.
			James F. Oyster, Pres., Board of Education.
			Mrs. Giles Scott Rafter, Sec., Washington Playground Asso.
			Cuno H. Rudolph, Pres., Washington Board of Trade.
			Eugene E. Stevens, Treasurer, Washington Playground Asso.
			A. T. Stuart, Supt. of Schools.
			James E. West.
			Edith Westcott, Vice-Pres., Washington Playground Asso.
			George S. Wilson, Sec., Board of Charities.
Florida	Pensacola	C. C. Goodman	
Illinois	Cairo	George Parsons	
	Chicago	Fred A. Busse	Alderman A. W. Beilfuss, Chairman of Commission; Chairman, Special Park Commission.
			James. H. Burdett, Special Park Commission.
			Frederick Greeley, Special Park Commission; Chairman, Playground Asso.
			Alderman Rudolph Hurt, Special Park Commission; Chairman, West Side Committee.
			Jens Jensen, Supt., West Park System; Chairman, Parks Com. of Special Park Commission.

State	City	Mayor	Delegation
Illinois	Chicago	Fred A. Busse	Alderman John H. Jones, Special Park Commission.
			Arthur W. O'Neil, Special Park Commission.
			Dwight H. Perkins, Special Park Commission; Chairman, Playgrounds Committee.
Iowa	Dubuque	H. A. Schunk	Eunice Gibbs Allyn.
			J. E. Fairbanks.
			D. C. Huntoon.
			L. D. Maithes.
			C. H. Meyer.
			Prof. F. F. Oldt.
			Anna Oshea.
			John Quinlan.
			May Rogers.
			Hon. O. P. Shiras.
			John Treadway.
Kansas	Kansas City	D. E. Cornell	
Louisiana	New Orleans	Martin Behrman	Hon. Paul Capdeville, Pres., Park Asso.
			Hon. Lewis Johnson, Pres., Audubon Park Asso.
			Allison Owen, Esq.
			Hon. Alex. Pujol, Commissioner of Police and Public Buildings.
			Mrs. O. A. Stallings, Pres., Outdoor Art and Civic League.
	Shreveport	Ernest R. Bernstein	Mrs. L. C. Allen.
Maine	Auburn	Irving L. Merrill	Mrs. Anna Sargent Hunt.
	Bangor	John F. Woodman	Dr. William C. Peters.
	Lewiston	Frank A. Morey	Mrs. Daniel E. Moulton.
	Portland	Adam P. Leighton	William H. Dougherty, Member, Public School Board.
Maryland	Baltimore	J. Barry Mahool	Mrs. George Frame, Pres., Children's Playground Asso.
			Robert Garrett.
			Karl A. M. Scholtz.
			Mary B. Steuart.
Massachusetts	Boston	George A. Hibbard.	
	Chicopee	Joseph O. Beauchamp	F. C. Breakspear, Parks Commissioner.

State	City	Mayor	Delegation
Massachusetts	Fall River	John T. Coughlin	George H. Sweet, Principal.
	Holyoke	N. P. Avery	Martin P. Conway, Pres., Civic Improvement Association.
			Charles E. Mackintosh, Chairman, Park Board.
	Lowell	Frederick W. Farnham	Hon. John E. Drury, Sec., Park Commission.
			Harvey B. Greene, Park Commission.
			Thalles P. Hall, Park Commission.
			Col. Percy Parker, Park Commission.
			Hon. John J. Pickman, Chairman, Park Commission.
			Charles A. Whittet, Supt., Park Commission.
	Melrose	Eugene H. Morse.	
	Peabody		William Armstrong.
	Pittsfield	W. H. MacInnis.	
	Springfield	William E. Sanderson	George D. Chamberlain.
	Waltham	Edward A. Walker.	
	Worcester	James Logan.	
Michigan	Detroit	William B. Thompson	George E. Parker, Supervisor, Summer Playgrounds and Vacation Schools.
	Grand Rapids	George E. Ellis	Supt. W. A. Greeson.
	Lansing		Clarence E. Bennet.
Minnesota	Minneapolis	J. C. Haynes.	
	St. Paul	Daniel W. Lawler	A. W. Dunning, Chairman, Playgrounds Committee.
Missouri	St. Joseph	A. P. Clayton	
	St. Louis	Rolla Wells	Charlotte Rumbold.
			E. J. Russell.
			Gerard Swope.
			Eugene S. Wilson.
New Jersey	Elizabeth		John A. Ahern.
			Richard E. Clement.
			Owen Farrally.
			Robert M. Kellogg.
			Patrick J. Ryan.
	Jersey City	H. Otto Wittpenn.	
	Long Branch	Charles O. McFaddin.	

State	City	Mayor	Delegation
New Jersey	Newark	Jacob Haussling	Louis V. Aronson, Pres., Board of Playground Commissioners.
			George W. Jagle, Member, Board of Playground Commissioners.
			Wm. J. McKiernan, Member, Board of Playground Commissioners.
	Paterson	Andrew F. McBride	
	Trenton	Walter Madden	Edmund C. Hill, Pres., Playground Commission.
New York	Albany	Charles H. Gaus	Mrs. John D. Whish.
	Buffalo	James N. Adam	Harry A. Allison, General Playground Director.
	Elmira	Daniel Sheehan	Prof. Robert J. Round.
	Hornell	Richard M. Prangen	C. W. Etz, Pres., Board of Public Works.
			Anna McConnell, Mothers' Club.
	Middletown		W. Baistain, Park Commissioner.
			Lester H. Robinson, City Engineer.
	Poughkeepsie	John K. Sague	Joseph Glass.
			Dr. Grace N. Kimball.
	Rochester	Charles H. Edgerton	J. Warrant Castleman, Member, Board of Education.
			Charles Mulford Robinson.
			E. J. Ward, Member, Board of Education.
	Troy	Elias P. Mann	Ida Munn, Pres., Women's Improvement League.
	Utica	Thomas Wheeler	Ida C. Butcher.
Ohio	Cincinnati	L. Markbreit	Dr. Carl Ziegler, Director of Physical Training, Public Schools.
	Toledo	Brand Whitlock	Irving E. Macomber.
Pennsylvania	Reading	William Bicks.	
	Wilkesbarre	Charles Johnson	
Tennessee	Nashville	James S. Brown	M. T. Bryan.
			R. M. Dudley.
			E. C. Lewis.
			Ben Lindauer.
			F. P. McWhirter.
			Bradley Walker.

State	City	Mayor	Delegation
Virginia	Norfolk	James G. Riddick	
	Portsmouth	J. Davis Reed	Harry C. Hall.
	Richmond	Carlton McCarthy	C. B. Cooke, *Evening Journal.*
			L. McK. Judkins.
			Mrs. Ernest L. Lindsay.
			Mrs. Edgar D. Taylor.
	Roanoke	Joel H. Cutchin	W. W. Caldwell.
			Lucien Cooke.
			Mrs. Lucien Cooke.
			Taylor Gleaves.
Washington	Seattle	John F. Miller	F. W. Baker.
			Hon. A. H. Beebe.
			A. J. Blethem, Jr.
			Erastus Brainerd.
			Frank B. Cooper.
			Charles Cowen.
			A. G. Douthitt.
			Hon. Austin E. Griffiths, Chairman.
			Mrs. W. P. Harper.
			Mrs. Homer M. Hill.
			E. C. Hughes.
			Mrs. L. J. Jennings.
			B. W. Johnson.
			Reuben W. Jones.
			Dr. W. R. M. Kellogg.
			William H. Lewis.
			Mrs. Mary Miller.
			John E. Price.
			C. E. Remsberg.
			Mrs. John W. Roberts.
			E. Shorrock.
			Rev. Edward Lincoln Smith.
			Everett Smith.
Canada	Toronto	Joseph Oliver	

THE WORK OF LOCAL CHAIRMEN

Prior to the opening of the congress an active propaganda for the dissemination of literature and information concerning the convention was carried on in fifty-four cities, through local chairmen appointed by the various mayors.

This literature was sent in quantities corresponding to the need of the particular locality in which it was to be distributed. It consisted of congress programs and of "sermon material"; that is, such pamphlets as might prove helpful to ministers in preaching sermons on play, as they had been requested to do on September 6, the Sunday preceding the opening of the congress.

Each package of "sermon material" included a reprint of Joseph Lee's article on "Play and Playgrounds"; the April, 1908, number of *The Playground;* a folder entitled, "Important Opinions"; another small folder published by the Playground Association; as well as reprints of newspaper clippings on the necessity for playgrounds. Altogether, about 1100 such packages were distributed through local chairmen, as well as 400 programs and 10,000 "stickers."

The names and addresses of the local chairmen are given in the following list:

LOCAL CHAIRMEN

Albany, N. Y.
Machtilde Van der Wart.

Allentown, Pa.
Hon. Harry G. Stiles.

Baltimore, Md.
Mrs. George Frame.

Bangor, Me.
Dr. William C. Peters.

Bayonne, N. J.
Alexander Christie.

Birmingham, Ala.
Leon Friedman.

Bloomfield, N. J.
Frederic M. Davis.

Buffalo, N. Y.
Harry A. Allison.

Cambridge, Mass.
Ida L. Brooks.

Chattanooga, Tenn.
E. A. Abbott.

Chicago, Ill.
Alderman A. W. Beilfuss.

Chicopee, Mass.
F. C. Breakspear.

Cleveland, O.
George W. Ehler.

Decatur, Ill.
J. A. Montgomery.

Des Moines, Ia.
Mrs. Elizabeth Jones-Baird.

East Orange, N. J.
E. Lincoln Rowley.

Fort Wayne, Ind.
Mrs. Olaf N. Guldlin.

Kansas City, Mo.
Jacob Billikopf.

Kingston, N. Y.
Rev. C. Mercer Hall.

Lewiston, Me.
Mrs. Daniel E. Moulton.

Lexington, Ky.
Mrs. Warner Q. Kinhead.

Lincoln, Neb.
W. E. Hardy.

Los Angeles, Cal.
Bessie D. Stoddart.

Lowell, Mass.
Charles A. Whittet.

Memphis, Tenn.
R. L. Matthews.

Middletown, N. Y.
Lawes Robertson.

New Bedford, Mass.
Agnes Wyse.

New Britain, Conn.
J. Herbert Wilson.

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By Gutzon Borglum

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Mrs. C. T. Goodrich.

New London, Conn.
F. S. Newcomb.

New York, N. Y.
Howard Bradstreet.

Orange, N. J.
Mrs. George R. Howe.

Paterson, N. J.
Dr. Elias J. Marsh.

Pensacola, Fla.
W. B. Lewis.

Pittsburg, Pa.
Beulah Kennard.

Ponce, Porto Rico
Rev. Alexander H. Leo.

Poughkeepsie, N. Y.
Dr. Grace N. Kimball.

Racine, Wis.
W. E. Mack.

Roanoke, Va.
Mrs. C. P. Read

St. Louis, Mo.
E. J. Russell.

San Francisco, Cal.
Sidney S. Peixotto.

Scranton, Pa.
C. R. H. Jackson.

Seattle, Wash.
Austin E. Griffiths.

Shreveport, La.
Mrs. S. C. Allen.

Sioux City, Ia.
Prof. E. E. Stacey.

Stockton, Cal.
H. P. Jayne.

Vincennes, Ind.
Prof. R. I. Hamilton.

Washington, D. C.
Dr. Henry S. Curtis.

Watertown, N. Y.
F. F. Bugbee.

Wheeling, W. Va.
Roy Benton Naylor.

West Sommerville, Mass.
W. Scott.

Wilkesbarre, Pa.
Charles F. Johnson.

Williamsport, Pa.
C. La Rhue Munson.

Wilmington, Del.
S. Cornelia Bowman.

CONGRESS MEMBERSHIP

For the purpose of defraying as far as possible the expenses of the congress, a membership fee of five dollars was instituted. Members were entitled to the following publications: a copy of the eighty-four page illustrated program, containing, in addition to a complete description of the congress, articles by Dr. Luther H. Gulick; a copy of the congress "Proceedings"; and *The Playground*, the official organ of the Playground Association of America, for one year. Every member also received a bronze medal, especially designed for the occasion by Mr. Gutzon Borglum; a ticket for the automobile tour made to various New York playgrounds; and the privilege of reserved seats at the festivals and sessions of the congress.

The number of paid memberships was 408, of which 327 were received by mail, either prior to or after the congress, while 81 were personally enrolled during the week of September 8 to 12.

A list of congress members, with addresses, is appended. The following, giving the membership by States and cities, will show how widespread was the participation in the aims and objects of the congress.

CONGRESS MEMBERSHIP BY STATES AND CITIES

State	City	Number of Members
California	Los Angeles	1
	Sacramento	1
	San Diego	1
	San Francisco	2
Colorado	Denver	1
Connecticut	Bridgeport	1
	Hartford	3
	Naugatuck	1
	New Britain	3
	New Haven	2
	New London	1
District of Columbia	Washington	14
Delaware	Wilmington	2
Georgia	Middletown	1
Illinois	Bloomington	1
	Chicago	19
	Urbana	1
Indiana	Fort Wayne	3
	Indianapolis	1
	Terre Haute	2
	Vincennes	1
Iowa	Cedar Rapids	1
	Dubuque	1
Kentucky	Lexington	1
	Louisville	1
Louisiana	New Orleans	3
	Shreveport	1
Maine	Bangor	1
	Portland	1
Maryland	Baltimore	11

State	City	Number of Members
Massachusetts	Arlington	1
	Beverly	1
	Boston	13
	Cambridge	3
	Chicopee	1
	Dalton	1
	Green Harbor	1
	Hadley	1
	Lincoln	1
	Lowell	2
	Northampton	1
	North Beverly	1
	Roxbury	2
	Salem	2
	Springfield	9
	Templeton	1
	Waltham	2
	Woods Hole	1
	Wellesley	1
	Worcester	3
Michigan	Battle Creek	1
	Detroit	3
	Grand Rapids	1
	Ypsilanti	1
Minnesota	Minneapolis	3
	St. Cloud	2
	St. Paul	2
Missouri	Columbia	3
	Kansas City	1
	St. Louis	2
Nebraska	Omaha	1
New Hampshire	Nashua	1
	Holderness	1
New Jersey	Bayonne	1
	Dover	1
	Elizabeth	1
	Hoboken	1
	Madison	1
	Montclair	1
	Newark	6

State	City	Number of Members
New Jersey	Oceanic	2
	Passaic	2
	Paterson	1
	Short Hills	1
	Trenton	2
New York	Albany	1
	Auburn	1
	Barrytown	1
	Brooklyn	6
	Buffalo	2
	Cooperstown	1
	Cortland	1
	Ellis Island	1
	Elmira	1
	Fayetteville	1
	Hastings-on-Hudson	1
	Irvington-on-Hudson	2
	Jamaica	3
	Kings Park	1
	Lake Mohonk	1
	Mt. Vernon	1
	New Brighton	1
	New York	103
	Newburgh	1
	New Paltz	1
	Poughkeepsie	6
	Rochester	8
	Shelter Island Heights	1
	Troy	1
	Upper Troy	1
	Utica	1
	Yonkers	3
	Westbury Station	1
	Williamsville	1
Ohio	Cleveland	5
	Cincinnati	2
	Columbus	2
	Dayton	2
	Hamilton	1
	Oberlin	1

State	City	Number of Members
Ohio	Oxford	1
	Toledo	2
Oregon	Portland	3
Pennsylvania	Allentown	1
	Bryn Mawr	1
	Hazleton	1
	Meadville	1
	McKeesport	1
	Overbrook	1
	Philadelphia	11
	Pittsburg	7
	Scranton	1
	West Chester	1
	Williamsport	2
	Yardley	1
	York	1
Rhode Island	Providence	2
	Newport	1
Tennessee	Chattanooga	1
	Memphis	1
	Nashville	1
Virginia	Richmond	1
	Portsmouth	1
Washington	Seattle	7
	Spokane	1
	Tacoma	1
West Virginia	Wheeling	1
Wisconsin	La Crosse	1
	Madison	2
	Milwaukee	1
	Racine	2
Canada	Montreal	1
	St. John	1
	Toronto	3
	Winnipeg	1
Porto Rico	Ponce	1
	San Juan	1
		408

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Abbott, Edward A., Lindsay St., Chattanooga, Tenn.
Abbott, Rev. Lyman, *The Outlook*, 287 Fourth Ave., New York, N. Y.
Adams, Adela W., 254 S. 16 St., Philadelphia, Pa.
Affleck, G. B., Springfield, Mass.
Allen, Mrs. S. C., 1600 Fairfield Ave., Shreveport, La.
Allerton, Mary G., 280 Lafayette Ave., Passaic, N. J.
Allison, Harry A., 28 Tremont Ave., Buffalo, N. Y.
Ammon, Mrs. Samuel A., The Kenmawr, Pittsburg, Pa.
Andrews, Champe S., 34 W. 15 St., New York, N. Y.
Arnold, Dr. E. H., 307 York St., New Haven, Conn.
Aronson, Louis V., 9 Mulberry St., Newark, N. J.
Ashcroft, Carrie Van R., 154 West 136 St., New York, N. Y.
Auchincloss, Edgar S., 123 East 69 St., New York, N. Y.
Bailey, H. A., Y. M. C. A., York, Pa.
Balch, Emily G., Wellesley, Mass.
Ballard, William J., 500 Park Avenue, New York, N. Y.
Ballintine, Harriet Isabel, Vassar College, Poughkeepsie, N. Y.
Barnes, F. B., 124 East 28 St., New York, N. Y.
Barrett, Margaret, 360 East 57 St., Chicago, Ill., care of William Barnet Allen
Beale, Ralph S., 179 Elk St., Albany, N. Y.
Bean, Mrs. Fanny M., 20 North Ninth Ave., Mount Vernon, N. Y.
Beard, Emma B., Fayetteville, N. Y.
Beardsley, H. M., Room 1110 Commerce Building, Kansas City, Mo.
Beiderhase, Josephine, 202 West 86 St., New York, N. Y.
Beilfuss, Albert W., 342 N. Pauline St., Chicago, Ill.
Berenson, Senda, Smith College, Northampton, Mass.
Berry, Elmer, Y. M. C. A. Training School, Springfield, Mass.
Bigelow, Rev. Dana W., State St., Utica, N. Y.
Bill, Nathan D., Springfield, Mass.
Black, F. D., 1319 South 12 St., Seattle, Wash.
Blakiston, Mary, 2042 Chestnut St., Philadelphia, Pa.
Bliss, Anita, Short Hills, N. J.
Bloomberg, E. L., 2472 East 63 St., Cleveland, O.
Boardman, John R., 124 East 28 St., New York, N. Y
Boice, Dr. Harry B., Yardley, Pa.
Bohrer, Peter, Jr., 32 South Ave., Rochester, N. Y.
Bolin, Jakob, 645 Madison Ave., New York, N. Y.
Booth, C. T., Y. M. C. A., Minneapolis, Minn.
Booth, Harriet L., Shore Drive and 70 St., Brooklyn, N. Y.
Borglum, Gutzon, 166 East 38 St., New York, N. Y.
Boulton, Mrs. A. J., Shelter Island Heights, N. Y.
Bowman, S. Cornelia, 1283 Delaware Ave., Wilmington, Del.
Bradstreet, Howard, 105 East 22 St., New York, N. Y.
Breakspear, F. C., Chicopee, Mass.

Britton, N. L., New York Botanical Garden, Bronx Park, New York, N. Y.
Brower, Josephine, St. Cloud, Minn.
Brown, W. E., Lexington, Ky.
Burckhalter, T. W., Columbia, Mo.
Burns, Allen, 174 Adams St., Chicago, Ill.
Burritt, O. H., Pennsylvania Institute for the Instruction of the Blind, Overbrook, Pa.
Burton, Mrs. Fannie Cheever, Ypsilanti, Mich.
Butler, H. G., 388 North Washington Ave., Battle Creek, Mich.
Butler, Mary Marshall, 263 Palisade Ave., Yonkers, N. Y.
Butler, Mary Warnick, State Normal School, Cortland, N. Y.
Carter, Marion Foye, 308 West 59 St., New York, N. Y.
Cartwright, Ethel C., Royal Victoria College, Montreal, Canada
Castleman, John Warrant, 50 Trust Building, Rochester, N. Y.
Chalif, Louis H., 7 West 42 St., New York, N. Y.
Chapin, Jennie E., 3 John St., Jamaica, N. Y.
Chapman, John Jay, Barrytown, N. Y.
Christie, A., 802 Avenue C, Bayonne, N. J.
Clark, F. Ambrose, Cooperstown, N. Y.
Clark, Mrs. Samuel, 173 Clinton Ave., Newark, N. J.
Coop, William L., 46 Rochambeau Ave., Providence, R. I.
Cooper, Harriet M., 261 Central Park West, New York, N. Y.
Cory, Alberta J., Y. W. C. A., Portland, Ore.
Crane, Charles R., 31 West 12 St., New York, N. Y.
Crane, Hon. W. Murray, Dalton, Mass.
Crosby, Mrs. William Howard, 1042 Main St., Racine, Wis.
Crouch, Alice Avery, Front St. Playground, Rochester, N. Y.
Curley, Thomas, 98 Lyman St., Waltham, Mass.
Curtis, Dr. Henry S., 705 Curay Building, Washington, D. C.
Cushing, Mrs. W. T., 285 Ogden Ave., Milwaukee, Wis.
Cutler, James, Cutler Building, Rochester, N. Y.
Davis, Mrs. H. A., Dongan Hills, Staten Island, N. Y.
Day, Frank A., P. O. Box 5088, Boston, Mass.
Day, Mrs. Frank Miles, Allen's Lane, Mt. Airy, Philadelphia, Pa.
de Forest, Robert W., 30 Broad St., New York, N. Y.
DeGroot, E. B., South Park, 57 St. and Cottage Grove Ave., Chicago, Ill.
De Lacy, Hon. William H., Juvenile Court, Washington, D. C.
Denny, Grace E., 319 Pleasant Ave., St. Paul, Minn.
Dougherty, William H., Civic Club, Portland, Me.
Dreier, Katherine S., 6 Montague Terrace, Brooklyn, N. Y.
Drewry, Edward L., Winnipeg, Man., Canada.
Duryea, Mrs. Samuel Bowne, 46 Remsen St., Brooklyn, N. Y.
Ehler, George W., 516 Continental Building, Baltimore, Md.
Ehinger, Mrs. Clyde E., 100 Rosedale Ave., West Chester, Pa.
Elliot, Dr. Edward Scott, Y. M. C. A., 458 Boylston St., Boston, Mass.
Fabbri, Mrs. E. G., 11 East 62 St., New York, N. Y.

Farnam, Henry W., New Haven, Conn.
Finley, John H., College of the City of New York, 138 St. and St. Nicholas Terrace, New York, N. Y.
Fisher, Mrs. C. T., 41 East 70 St., New York, N. Y.
Fisher, Dr. George J., 124 East 28 St., New York, N. Y.
Fleming, Stephen B., Fort Wayne, Ind.
Fletcher, Horace, care of Barrett Mfg. Co.. 17 Battery Place, New York, N. Y.
Flinn, Eleanor T., 5109 Euclid Ave., Cleveland, O.
Foglesong, Nellie, 418 Salem Ave., Dayton, O.
Folks, Homer, 428 Hawthorne Ave., Yonkers, N. Y.
Forbs, Mrs. J. Malcolm, Naushon, Woods Hole, Mass.
Fox, Alice Bleecker, 49 West 75 St., New York, N. Y.
Frame, Mrs. George, 14 Hillside Road, Roland Park, Baltimore, Md.
Fuller, Frances L., 417 West 114 St., New York, N. Y.
Fuller, Frank L., 417 Hinkley Building, Seattle, Wash.
Gardner, Frances R., 227 N. J. Ave., S. E., Washington, D. C.
Garrett, John W., Continental Building, Baltimore, Md.
Garrett, Robert, Continental Building, Baltimore, Md.
Garrison, Charlotte G., 502 West 134 St., New York, N. Y.
Gearhart, Dr. W. F., 1671 Fifth St., San Diego, Cal.
Gibson, H. W., 167 Tremont St., Boston, Mass.
Gilbert, Lucy E., 370 West 120 St., New York, N. Y.
Gilder, Richard Watson, 13 East 8 Street, New York, N. Y.
Gillette, W. W., 223 South Cherry St., Richmond, Va.
Glass, Mrs. Joseph J., 134 Cannon St., Poughkeepsie, N. Y.
Gleason, Samuel A., 128 Waverley Place, New York, N. Y.
Glenn, John M., 152 East 35 St., New York, N. Y.
Goethe, C. M., Goethe Bank, Sacramento, Cal.
Goldsmith, M. Evelyn, 1230 Amsterdam Ave., New York, N. Y.
Goodrich, Mrs. Harriet E., 197 Grand St., Newburgh, N. Y.
Gordon, Elizabeth G., 99 Jason St., Arlington, Mass.
Gould, Helen Miller, Irvington-on-Hudson, N. Y.
Gover, Miriam, 600 N. Carrollton Ave., Baltimore, Md.
Graef, Emma Theresa, 67 Richmond Road, Stapleton, S. I., N. Y.
Greene, Alice L., 53 Greene Ave., Madison, N. J.
Greeson, W. A., City Hall, Grand Rapids, Mich.
Griffith, Alice L., 2608 Webster St., San Francisco, Cal.
Griffith, Lucile, 77 Lefferts Place, Brooklyn, N. Y.
Griffiths, Austin E., 742 New York Building, Seattle, Wash.
Griffiths, Mrs. Austin E., 301 22 Ave., N., Seattle, Wash.
Guldlin, Mrs. Addie Bleekman, 230 Fairfield Ave., Fort Wayne, Ind.
Gulick, Dr. Luther H., 431 Riverside Drive, New York, N. Y.
Gulick, Mrs. Luther H., 431 Riverside Drive, New York, N. Y.
Hadden, C. W., Hiram House, Cleveland, O.
Hale, Dr. Wilfred S., 50 Clinton Ave., Albany, N. Y.
Hall, Harry C., Portsmouth, Va.

Hamilton, Robert I., Supt. of Schools, Vincennes, Ind.
Hanmer, Lee F., Room 9202, 1 Madison Ave., New York, N. Y.
Hanker, Hulda L., 216 W. Berry St., Fort Wayne, Ind.
Harbison, Ralph W., 1712 Farmers Bank Building, Pittsburg, Pa.
Harper, Robert N., Washington Chamber of Commerce, Washington, D. C.
Hart, Hastings H., 601 Unity Building, Chicago, Ill.
Hassler, Harriet E., 25 Clinton Ave., Jamaica, L. I., N. Y.
Haug, Emanuel, 507 West 158 St., New York, N. Y.
Hazard, Bertha, 100 Tyler St., Boston, Mass.
Healey, Frances, 678 Main St., Worcester, Mass.
Heard, Mrs. Eugene B., Rose Hill, Middletown, Ga.
Hedstrom, Mrs. A. E., Williamsville, N. Y.
Heller, Mrs. Harriet, 2205 South 10 St., Omaha, Neb.
Hepbron, George T., 99 Eaton Place, East Orange, N. J.
Herbert, Mrs. William, 434 West 22 St., New York, N. Y.
Herrmann, E. F., 723 St. Nicholas Ave., New York, N. Y.
Hervey, Mary B., 537 West 123 St., New York, N. Y.
Hetherington, Clark W., University of Missouri, Columbia, Mo.
Hicks, Edward, Westbury Station, L. I., N. Y.
Hill, Edmund C., 7 West State St., Trenton, N. J.
Hillyer, Dotha B., 91 Elm St., Hartford, Conn.
Hillyer, J. Blake, 20 Tompkins Ave., New Brighton, S. I., N. Y.
Hixon, J. M., National Bank Building, La Crosse, Wis.
Hocken, H. C., City Hall, Toronto, Canada.
Hodge, Edwin, 1616 Washington Ave., N., Minneapolis, Minn.
Hoeke, Mrs. W. H., 336 C St., N. W., Washington, D. C.
Hofer, Amalie, The Commons, Chicago, Ill.
Holmes, Stanley H., New Britain, Conn.
Homans, Amy Morris, Boston Normal School of Gymnastics, 97 Huntington Ave., Boston, Mass.
Hooder, Mrs. Alfred, Hotel San Remo, Central Park West and 74 St., New York, N. Y.
Horlick, Hon. A. J., Racine, Wis.
Horwood, Edward H., 1101 Garden St., Hoboken, N. J.
Hughes, Governor Charles E., Albany, N. Y.
Hughes, Margaret E., Rockefeller Hall, Mt. Holyoke College, South Hadley, Mass.
Huntington, W. R., 804 Broadway, New York, N. Y.
Hurt, Rudolph, 591 West 18 St., Chicago, Ill.
Hutchinson, Dr. Woods, 38 East 49 St., New York, N. Y.
Ikelheimer, Carrie, 117 East 56 St., New York, N. Y.
Ingram, Frances, Neighborhood House, Louisville, Ky.
Isom, Mary Frances, 815 Overton St., Portland, Ore.
Jackson, C. R. H., Y. M. C. A., Scranton, Pa.
Jacobs, Dr. Henry Barton, 11 Mt. Vernon Place, Baltimore, Md.
Janeway, Theodore C., 36 West 40 St., New York, N. Y.
Jenkins, Mrs. George W., Morristown, N. J.
Jensen, J., Union Park, Chicago, Ill.

Johnson, Arthur S., C. F. Hervey & Co., Boston, Mass.
Johnson, C. E., 413 Bijou Building, Pittsburg, Pa.
Johnston, Elizabeth, 26 Woodbine St., Roxbury, Mass.
Jones, Emma C., 261 Central Park West, New York, N. Y.
Jones, John H., 9140 Commercial Ave., Chicago, Ill.
Jones, Patrick, 500 Park Ave., New York, N. Y.
Jones, W. L., New York, N. Y.
Jordan, Mrs. Mary R., Oceanic, N. J.
Katz, Ignatz, 18 Riverview Place, Yonkers, N. Y.
Keffer, H. S., Dept. of Parks and Public Property, Cedar Rapids, Mich.
Kehew, Mrs. Mary Morton, 29 a. Chestnut St., Boston, Mass.
Kennard, Beulah, 413 Bijou Building, Pittsburg, Pa.
Kimball, Dr. Grace N., 337 Mill St., Poughkeepsie, N. Y.
Kingsbury, Elliott G., 321 Walnut St., Springfield, Mass.
Kirby, Gustavus T., 2 Wall Street, New York, N. Y.
Kisner, Elliott P., Hazleton, Pa.
Kite, Anna S., 43 South 19 St., Philadelphia, Pa.
Kline, Jessie M., 607 Pine St., Williamsport, Pa.
Knox, Rosa Belle, College of Education, University of Chicago, Chicago, Ill.
Kober, Dr. George M., 1819 Q St., N. W., Washington, D. C.
Koms, Helen, Low Building, Bryn Mawr, Pa.
Ladd, Charles E., 13 Beech St., Springfield, Mass.
Lantz, C., Salem, Mass.
Laws, Annie, 2927 Reading Road, Cincinnati, O.
Lee, Joseph, 101 Tremont St., Boston, Mass.
Lees, Mrs. Lilla F., Kings Park, L. I., N. Y.
Le Garde, Ellen, 114 Elmgrove Ave., Providence, R. I.
Leland, Arthur, Templeton, Mass.
Leo, Alexander H., Ponce, Porto Rico
Lewisohn, Alice, 41 West 52 St., New York, N. Y.
Lincoln, Jennette C., University of Illinois, Urbana, Ill.
Logan, Anna E., Oxford, O.
Logan, Hon. James, Worcester, Mass.
Lombard, J. E., 574 Walnut St., New Orleans, La.
Lord, E. W., 101 Tremont St., Boston, Mass.
Lovejoy, Owen, 105 East 22 St., New York, N. Y.
Low, Seth, 30 East 64 St., New York, N. Y.
Mack, Hon. Julian W., Court House, Chicago, Ill.
Mackey, E., 314 Hamilton Ave., Trenton, N. J.
Macomber, Irving E., 628 Nicholas Building, Toledo, O.
Macy, V. Everit, 68 Broad St., New York, N. Y.
Magruder, J. W., Federated Charities, 101 W. Saratoga St., Baltimore, Md.
Maier, Augustus, 519 Eighth St., Brooklyn, N. Y.
Malcolm, Mrs. Katherine, 1413 T St., N. W., Washington, D. C.
Mallery, Otto T., 1427 Spruce St., Philadelphia, Pa.
Mann, Mary Ida, Chicago University, Chicago, Ill.

Manning, Cora A., 25 Stuyvesant Place, New Brighton, S. I., N. Y.
Maxwell, Dr. William H., 500 Park Ave., New York, N. Y.
McCall, Charles A., City Hall, Newark, N. J.
McCook, John J., 120 Broadway, New York, N. Y.
McCully, May S., 541 West 123 St., New York, N. Y.
McCurdy, Dr. James H., 93 Westford Ave., Springfield, Mass.
McDevitt, Rev. Philip R., 21 So. 13th St., Philadelphia, Pa.
McGowan, Hon. Patrick F., City Hall, New York, N. Y.
McKenzie, F. A., Ohio State University, Columbus, O.
McKiernan, William J., City Hall, Newark, N. J.
McKinstry, Helen M., 187 Russell St., Worcester, Mass.
Marsh, Dr. E. J., 24 Church St., Paterson, N. J.
Mathes, L. D., 240 Main St., Dubuque, Ia.
Martindale, Wales C., 50 Broadway, Detroit, Mich.
Mason, Miss E. F., 1 Walnut St., Boston, Mass.
Matthews, R. L., 67 Madison Ave., Memphis, Tenn.
Mayhew, Abby Shaw, University of Wisconsin, Madison, Wis.
Means, Charles J., 29 Marlborough St., Boston, Mass.
Melendy, Royal, City Homes Asso., 1001 Monadnock Block, Chicago, Ill.
Messer, Guerdon N., Y. M. C. A. Training School, Springfield, Mass.
Middleton, Mrs. C. Wilmer, 1901 Spruce St., Philadelphia, Pa.
Miller, Mary Margaret, 1320 University St., Seattle, Wash.
Monroe, Maud, Oberlin, O.
Montgomery, W. J., 1912 11 St., N. W., Washington, D. C.
Moore, Annie C., New York Public Library, 209 West 23 St., New York, N. Y.
Moore, Mrs. Joseph H., 733 N. Highland Ave., Pittsburg, Pa.
Munn, Ida J., 108 Second Ave., Upper Troy, N. Y.
Mussey, Mrs. Ellen Spencer, 613 15 St., N. W., Washington, D. C.
Neligh, John Sheridan, Neighborhood House, 456 N St., S. W., Washington, D. C.
Newcomb, Frederic S., Vauxhall St., New London, Conn.
Nolen, John, 1382 Harvard Square, Cambridge, Mass.
Normal of the U. A. Gymnastic Union, 415 Michigan St., Indianapolis, Ind.
O'Connell, Mrs. Mary B. F., Arsenal, Central Park, New York, N. Y.
Ogden, Robert C., 125 East 56 St., New York, N. Y.
O'Neill, A. W., Room 501, 200 Randolph St., Chicago, Ill.
Osborn, Henry Fairfield, American Museum of Natural History, 77 St. and Central Park West, New York, N. Y.
Parker, Grace E. J., Room 9200, 1 Madison Ave., New York, N.Y.
Parker, G. A., Hartford, Conn.
Parker, George E., 50 Broadway, Detroit, Mich.
Parker, John A., 27 Winchester St., Springfield, Mass.
Parsons, Mrs. Herbert, 112 East 35 St., New York, N. Y.

Pater, Joseph J., Hamilton, O.
Pease, Edward G., Dayton, O.
Peckman, John J., 2 Hildreth Building, Lowell, Mass.
Perkins, Dwight H., 720 Tribune Building, Chicago, Ill.
Peters, Dr. William C., 111 State St., Bangor, Me.
Philbin, Eugene A., 105 East 22 St., New York, N. Y.
Phillips, Mrs. J. C., No. Beverly, Mass.
Playgrounds Association of Philadelphia, 696 City Hall, Philadelphia, Pa.
Porter, Isaac, 8 So. 12 St., Philadelphia, Pa.
Porter, H. K., Pittsburg, Pa.
Porter, Matilda A., 131 South Spruce St., Nashville, Tenn.
Porter, Willard B., Salem, Mass.
Post, Governor Regis H., San Juan, Porto Rico
Potter, Blanche, 33 East 38 St., New York, N. Y.
Potter, Dr. Mary Goddard, 39 West 60 St., New York, N. Y.
Pratt, John T., Pratt Institute, Brooklyn, N. Y.
Prentiss, F. F., 1242 East 49 St., Cleveland, O.
Pulitzer, Ralph, 61 Park Row, New York, N. Y.
Putnam, Emma, Hudson River State Hospital, Poughkeepsie, N. Y.
Raycroft, Dr. Joseph E., University of Chicago, Chicago, Ill.
Reeder, R. R., Hastings-on-Hudson, N. Y.
Remsberg, G. E., 3414 Tremont Ave., Seattle, Wash.
Reynolds, James B., 500 Fifth Ave., New York, N. Y.
Rice, Mrs. William B., 17 West 16 St., New York, N. Y.
Richardson, Frank W., Auburn, N. Y.
Robbins, Dr. Jane E., Room 520, 105 East 22 St., New York, N. Y.
Roberts, Helen Estelle, 137 West Goodale St., Columbus, O.
Robertson, Nina A., 50 Monument Square, Charlestown, Mass.
Robinson, Charles Mulford, 65 South Washington St., Rochester, N. Y.
Robinson, Edgar M., 124 East 28 St., New York, N. Y.
Robinson, Pauline, 42 West 37 St., New York, N. Y.
Round, Robert J., 312 West Church St., Elmira, N. Y.
Rothfus, Carl F., 292 Dayton Ave., St. Paul, Minn.
Rous, Leila R., 869 Seventh St., Buffalo, N. Y.
Rousmaniere, Mary S., 352 Walnut Ave., Roxbury, Mass.
Rudolph, Cuno H., 1332 New York Ave., Washington, D. C.
Rumbold, Charlotte, City Hall, St. Louis, Mo.
Runnells, Katherine L., 210 Main St., Nashua, N. H.
Russell, E. J., Chemical Building, St. Louis, Mo.
Rust, Mrs. Albert C., 178 Mansion Square, Poughkeepsie, N. Y.
Sanger, Clara, 618 West 135 St., New York, N. Y.
Sargent, Dr. Dudley A., Cambridge, Mass.
Sarimento, Mrs. F. J., Arlington Place, Detroit, Mich.
Savage, Dr. Watson L., 308 West 59 St., New York, N. Y.
Schieffelin, William Jay, 5 East 66 St., New York, N. Y.

Schiff, Mortimer L., Kuhn, Loeb & Co., William and Pine Sts., New York. N. Y.
Schrader, Carl W., Hemenway Gymnasium, Harvard University, Cambridge, Mass.
Schultz, Karl M., 126 Law Building, Baltimore, Md.
Schuyler, Louisa Lee, 37 Madison Ave., New York, N. Y.
Schuyler, Mrs. Philip, Irvington-on-Hudson, N. Y.
Scott, Mrs. Matthew T., Bloomington, Ill.
Scudder, Myron T., Rutgers Preparatory College, New Brunswick, N. J.
Sears, Annie L., Waltham, Mass.
Sears, Edith T., Green Harbor, Mass.
Seerley, Dr. F. N., Springfield, Mass.
Sellers, Beatrice M., 130 West 96 St., New York, N. Y.
Seymour, William W., Provident Building, Tacoma, Wash.
Shackelford, Mrs. Joel W., 2040 So. Clarkson St., Denver, Colo.
Shattuck, Mrs. F. C., 135 Marlborough St., Boston, Mass.
Simonds, Ossian C., Buena Ave., Chicago, Ill.
Singleton, George, Dover, N. J.
Slade, Francis Louis, 115 Broadway, New York, N. Y.
Slater, Warren S., 51 Walnut St., New Britain, Conn.
Sleman, John B., Jr., Bond Building, Washington, D. C.
Slocum, Benita V., Court Exchange, Bridgeport, Conn.
Smart, Dr. Isabella T., 101 West 80 St., New York, N. Y.
Smiley, Albert K., Lake Mohonk, Ulster Co., N. Y.
Smith, Adela J., 148 Paulison Ave., Passaic, N. J.
Smith, Rev. Edward Lincoln, 725 14 Ave., N., Seattle, Wash.
Smith, W. J., Children's Playground League, Rochester, N. Y.
Sneddon, James P., 532 North Broad St., Elizabeth, N. J.
Snyder, C. B. J., 500 Park Ave., New York, N. Y.
Spalding, Helen F., 493 Yamhill St., Portland, Ore.
Speyer, James, 24 Pine St., New York, N. Y.
Stallings, Mrs. Olive A., 629 Washington Ave., New Orleans, La.
Stecher, William A., 120 Pomona Terrace, Philadelphia, Pa.
Steuart, Mary B., 120 West 21 St., Baltimore, Md.
Stiles, Hon. Harry G., Allentown, Pa.
Stoddart, Bessie D., 1052 Beacon St., Los Angeles, Cal.
Stoneroad, Dr. Rebecca, Webster School, Washington, D. C.
Storher, Louis, 722 Broadway, New York, N. Y.
Storrow, Mrs. J. J., Lincoln, Mass.
Straus, Isidor, 2747 Broadway, New York, N. Y.
Strauss, Julius, 50 West 119 St., New York, N. Y.
Styles, Grace, 2135 Seventh Ave., New York, N. Y.
Sullivan, B. P., 821 Poydras St., New Orleans, La.
Summers, Maud, 6 Linton St., Vernonville, Cincinnati, O.
Sutphen, Mrs. C. R., 5712 Baum St., Pittsburg, Pa.
Swope, Gerard, 463 West St., New York, N. Y.
Talbot, Dr. Winthrop, Holderness, N. H.
Talley, Elizabeth H., 1610 Broome St., Wilmington, Del.

Tanenbaum, Max L., 270 Fairmount Ave., Newark, N. J.
Taylor, Graham Romeyn, 174 Adams St., Chicago, Ill.
Thaw, Benjamin, 1046 Fifth Ave., New York, N. Y.
Thom, De Courcey W., 822 Equitable Building, Baltimore, Md.
Thomas, Mrs. Frank Warner, 2 Collins Ave., Troy, N. Y.
Tracy, Katherine J., Ethical Culture School, 63 St. and Central Park West, New York, N. Y.
Tripple, Alice M., Jamaica Training School, Jamacia, L. I., N. Y.
Tomlin, James H., Wyley High School, Terre Haute, Ind.
Tothill, W. S., 122 W. Webster Ave., Chicago, Ill.
Towner, Mabel Fassett, 517 East Capitol St., Washington, D. C.
Twitchell, Willis I., 3 Atwood St., Hartford, Conn.
Tyler, Anna C., Pratt Institute Library, Brooklyn, N. Y.
Van Doren, Elizabeth Y., 625 Willoughby Ave., Brooklyn, N. Y.
Van Trump, Clara Jessup, Neighborhood House, 456 N. St., N. W., Washington, D. C.
Vaughan, R. C., City Hall, Toronto, Canada
Walker, Murray B., 519 Walnut St., McKeesport, Pa.
Warburg, Felix, 52 William St., New York, N. Y.
Ward, Edward J., 111 Scio St., Rochester, N. Y.
Warden, Randall D., City Hall, Newark, N. J.
Wardwell, Allen, 15 Broad St., New York, N. Y.
Warshaw, J., Mayaguez, Porto Rico
Watchorn, Robert, Ellis Island, N. Y.
Weinhagen, Charles, 361 Bates Ave., St. Paul, Minn.
Wells, Mary A., 953 Trinity Ave., New York, N. Y.
Wheaton, Mrs. Caroline T., 54 N. Hamilton St., Poughkeepsie, N. Y.
Wheelock, Lucy, 134 Newburgh St., Boston, Mass.
White, Alfred T., 40 Remsen St., Brooklyn, N. Y.
White, Aubrey, Terminal Building, Spokane, Wash.
White, Dr. Frank W., Temple University, Philadelphia, Pa.
White, Mrs. Lovell, 2344 California St., San Francisco, Cal.
White, Rhoda M., 310 Brooks St., Madison, Wis.
White, Mrs. Thomas R., 100 Broadway, New York, N. Y.
Whittemore, J. H., Naugatuck, Conn.
Whittet, Charles A., City Hall, Lowell, Mass.
Wiggins, S. Minnie, 13 Gates Ave., Montclair, N. J.
Williams, Mrs. Clara M., 571 West 161 St., New York, N. Y.
Wilmer, Helen Skipworth, 1902 Eastern Ave., Baltimore, Md.
Wilson, James, Commissioner of Parks, Toronto, Canada
Wilson, J. Herbert, Y. M. C. A., New Britain, Conn.
Wilson, Mrs. W. A., 504 Main St., Wheeling, W. Va.
Wingate, Gen. George W., 20 Nassau St., New York, N. Y.
Wirth, Theodore, Supt. of Parks, Minneapolis, Minn.
Woelff, Fannie E., 361 W. 27 St., New York, N. Y.
Woerishoffer, Mrs., 11 East 45 St., New York, N. Y.
Wright, Joseph S., 550 Webster Ave., Chicago, Ill.
Ziegler, Dr. Carl, 2362 Wheeler St., Cincinnati, O.

CONGRESS VISITORS

From a survey of the registration cards filled in by visitors at the congress, an idea of the wide interest shown in the playground movement is gained. Some came from the far West, from Seattle, Wash.; others came from Canada, and from the South as far as New Orleans. There are on file 397 of these registrations, but it is probable that fully double that number of visitors were present at the various sessions, for at the evening conferences, which were well attended, few registrations were made. On Thursday evening, when Governor Hughes addressed the meeting, fully 700 people were present in the large assembly hall.

Below is a list, arranged alphabetically according to states and cities, of those visitors (including congress members) who registered their names and addresses:

CONGRESS VISITORS

California	Oakland	1
Colorado	Denver	2
Connecticut	Greenwich	1
	Hartford	2
	New Britain	3
	New Haven	5
	New London	1
Delaware	Wilmington	2
District of Columbia	Washington	17
Florida	Jacksonville	1
Georgia	Atlanta	1
	Middleton	1
Illinois	Chicago	17
	Peoria	1
	Urbana	1
Kentucky	Lexington	1
	Louisville	1
Louisiana	New Orleans	3
	Shreveport	1
Maine	Portland	1
Maryland	Baltimore	14

Massachusetts	Boston	8
	Cambridge	1
	Fall River	1
	Green Harbor	1
	Lowell	4
	Melrose	1
	New Bedford	1
	Pittsfield	1
	Roxbury	1
	Salem	2
	Springfield	13
	Templeton	1
	Waltham	1
	Whitinsville	1
	Westfield	2
	Worcester	3
Michigan	Detroit	1
Minnesota	Minneapolis	1
	St. Paul	1
Missouri	Columbia	2
	St. Louis	2
Nebraska	Lincoln	1
New Hampshire	Holderness	1
	Nashua	1
New Jersey	Bayonne	1
	East Orange	4
	Jersey City	2
	Long Branch	1
	Madison	2
	Melrose Park	1
	Morristown	1
	Mt. Holly	1
	New Brunswick	1
	Newark	11
	Orange	3
	Passaic	6
	Paterson	1
	Trenton	1
	Upper Montclair	1
	Yownsley	1

New York	Albany	5
	Astoria	1
	Auburn	1
	Bensonhurst	1
	Buffalo	2
	Chester	1
	Cortland	1
	Dover	1
	Elmira	1
	Fayetteville	1
	Hudson	1
	Irvington-on-Hudson	1
	Jamaica	1
	Middletown	2
	Mt. Vernon	2
	Newburgh	2
	New Brighton	1
	New Rochelle	1
	New York City	114
	Northport	1
	Poughkeepsie	4
	Rochester	5
	Schenectady	1
	Stapleton	1
	Syracuse	1
	Tarrytown	1
	Troy	1
	Upper Troy	1
	Utica	1
	Westcolang Sta	1
	White Plains	1
	Yonkers	9
North Carolina	Greensboro	1
	Wadesboro	2
Ohio	Cleveland	6
	Cincinnati	2
	Columbus	1
	Dayton	1
	Oberlin	1
	Oxford	1
	Toledo	1

Oregon	Portland	1
Pennsylvania	Abington	1
	Allentown	1
	Coatesville	1
	Hazleton	1
	Philadelphia	22
	Pittsburg	3
	Scranton	1
	West Chester	1
Rhode Island	Providence	4
Tennessee	Nashville	1
Virginia	Norfolk	1
	Portsmouth	1
Washington	Seattle	2
Wisconsin	Milwaukee	1
	Racine	1
Canada	St. John	1
	Toronto	1
Sweden		1

THE WORK OF CONGRESS COMMITTEES

The effectiveness of the congress depended to a large degree upon committees, properly organized to take up for detailed discussion the various phases of playground work. Eight such special committees were formed. Upon having obtained in each case the consent of some person prominent in the work to act as chairman, invitations to serve as members of the committee were sent to those recommended by the chairman, together with a tentative outline suggesting the scope of the papers to be read and topics to be discussed.

As scheduled on the program, each committee held three sessions: a special conference, which was open to the public; on another day, the committee meeting proper, restricted to members; and finally the Council Meeting on Saturday morning, at which all the reports of the various committee chairmen were submitted.

The committee meetings were well attended, interest was sustained throughout, and many papers were read. In addition to these sessions, several informal meetings were held by Prof.

Hetherington's Committee on A Normal Course in Play, and by Miss Maud Summers' Committee on Storytelling in the Playground.

The various committees, with their chairmen, secretaries, and members, follow:

COMMITTEE ON ATHLETICS FOR GIRLS

Josephine Beiderhase, Chairman
Helen McKinstry, Secretary

Harriet I. Ballantine
Senda Berenson
Marion F. Carter
George W. Ehler
Beulah Kennard
Ellen Le Garde
Julia Richman
William A. Stecher
Dr. Rebecca Stoneroad
Alice M. Tripple
Randall D. Warden

COMMITTEE ON ATHLETICS FOR BOYS

Emanuel Haug, Chairman
Rowland Patterson, Secretary

H. A. Allison
William J. Ballard
Dr. Henry S. Curtis
George W. Ehler
J. Blake Hillyer
William A. Stecher
B. P. Sullivan
Randall D. Warden

COMMITTEE ON EQUIPMENT

Seth T. Stewart, Chairman

Howard Bradstreet
Dr. Henry S. Curtis

COMMITTEE ON STORYTELLING IN THE PLAYGROUND

Maud Summers, Chairman
Dr. Grant Karr, Secretary

Sadie American
Robert G. Boville
Mrs. Neva S. Burgess
Charles S. Chapin
Robert Clark
Dr. Henry S. Curtis
Grace A. Fry
Grace Green
Mrs. Eugene B. Heard
Dr. Richard Hodge
Mari R. Hofer
W. Jones
Annie Laws
Annie E. Logan
Dr. Jennie B. Merrill
Grace E. J. Parker
Annie Beecher Scoville
Dr. Edgar D. Shimer
George Singleton
Seth T. Stewart
Anna G. Tyler
Mary A. Wells
Lucy Wheelock
A. E. Winship
Richard T. Wyche

Committee on Play in Institutions

Sadie American, Chairman
Grace E. J. Parker, Secretary

Dr. Henry S. Curtis
Mrs. Martha Falconer
John A. Parker
Dr. R. R. Reeder
Mr. Teller
Lawrence Veiller
Felix Warburg
James E. West

Committee on A Normal Course in Play

Clark W. Hetherington, Chairman
Lee F. Hanmer, Secretary

Sadie American
Dr. Thomas M. Balliet
Josephine Beiderhase
Dr. Henry S. Curtis
E. B. DeGroot
George W. Ehler
Mari R. Hofer
George E. Johnson
Joseph Lee
Dr. J. H. McCurdy
Dr. George L. Meylan
Grace E. J. Parker
Dr. J. E. Raycroft
Dr. Dudley A. Sargent
Myron T. Scudder
Seth T. Stewart

Committee on Kindergartens

Luella A. Palmer, Chairman
Charlotte Garrison, Secretary

Alice Corbin
Clara Hitchcock
Jenny Hunter
Dr. Jennie B. Merrill
Elsie M. Underhill
Ruth Watson
Mary A. Wells

Committee on State Laws

Joseph Lee, Chairman
Mrs. Samuel Ammon, Secretary

Howard Bradstreet
Dr. Henry S. Curtis
Dr. Luther H. Gulick
Clark W. Hetherington
Hon. Ben B. Lindsey
Hon. Julian W. Mack
Seth T. Stewart
Hon. A. T. Sweeney

In addition to the foregoing committees, formed especially for the congress, the following regular committees of the Playground Association of America co-operated in the work of the congress:

American Museum of Natural History, Meeting-place, Second Playground Congress

COMMITTEE ON INCORPORATION

Howard Bradstreet, Chairman
Dr. Luther H. Gulick

NOMINATING COMMITTEE FOR 1908–09

George W. Ehler John M. Glenn
Joseph Lee

COMMITTEE ON REVISION OF CONSTITUTION

Dr. Luther H. Gulick, Chairman
Mari R. Hofer Seth T. Stewart

COMMITTEE TO RECOMMEND COUNCIL MEMBERS

Seth T. Stewart, Chairman
Dr. Luther H. Gulick

FINANCE COMMITTEE

Felix Warburg, Chairman

EXHIBIT ON VIEW AT THE AMERICAN MUSEUM OF NATURAL HISTORY

Under the direction of Mr. Lee F. Hanmer, an exhibit of playground equipment and activities was arranged at the rear of the central hall of the Museum. The most interesting feature, and the one which attracted the widest attention, both during the congress and for as long a period thereafter as it was on view, was the exhibit of playground models belonging to the Playground Association. These models were in charge of Mrs. Elizabeth Rafter of Washington. The following models were to be seen: a miniature municipal playground, a school playground, a private yard, a playground and athletic field for small city children, a playground for rural schools, and an interior court playground.

The walls of this part of the hall were covered with detail drawings of various model playgrounds, drawings of equipment, and maps from many cities showing the locations of playgrounds. There was exhibited a large map of the United States with cities conducting playgrounds and those planning to start them indicated by black- and white-headed pins.

A series of photographs illustrated the playground system

under the Park Department of New York City and the school-yard and roof playgrounds conducted by the Board of Education. Mr. C. B. J. Snyder, the Superintendent of School Buildings, submitted a pen-and-ink drawing showing the roof of a New York armory.

Pictures and photographs mounted on framed cards showed playground activities in the following seventeen cities:

Boston, Mass.
Buffalo, N. Y.
Chicago, Ill.
Hartford, Conn.
Los Angeles, Cal.
Madison, Wis.
Montclair, N. J.
Newark, N. J.
Philadelphia, Pa.
Pittsburg, Pa.
Providence, R. I.
Rochester, N. Y.
San Francisco, Cal.
St. John, Canada.
St. Louis, Mo.
St. Paul, Minn.
Washington, D. C.

There was also shown a special exhibit of pictures, drawings, and work from the playgrounds of Philadelphia, Buffalo, Detroit, Boston, and from Porto Rico.

Exhibits of the equipment and drawings were submitted by the following manufacturers:

Arthur Leland, Templeton, Mass.
Fred Medart, St. Louis, Mo.
Narragansett Machine Co., Providence, R. I.
A. G. Spalding & Bros., New York, N. Y.
W. H. Toothill, Chicago, Ill.

Pasted on cards and hung on the walls were samples of the printed matter distributed by the Playground Association. Large quantities of literature, reprints of important addresses delivered at the first congress, etc., as shown in the following list, were distributed:

The Playground, April, 1908.
July, 1908.
August, 1908.
September, 1908.

Play and Playgrounds, Joseph Lee.
Playgrounds and Juvenile Delinquency, Mrs. Caroline Bergen.

Playgrounds and Playground Equipment, Mrs. Elizabeth Rafter.
Playgrounds and the Board of Education, Charles Zueblin.
How to Secure a Playground, Mrs. Samuel Ammon.
Relation of Municipal Playgrounds to Schools, Henry B. F. Macfarland.
Playgrounds in the Prevention of Tuberculosis, Henry Baird Favill.
Playgrounds in the United States, Joseph Lee.
Washington Sites Available for Playgrounds, Dr. Henry S. Curtis.
Chicago Second Annual Play Festival,
Graham R. Taylor,
Ida M. Tarbell,
Philippe Millett.
Playground Progress and Tendencies of the Year, Dr. Henry S. Curtis.
Important Opinions, Folder, Playground Association of America.
Small Folder, Playground Association of America.

The St. Louis Commission sent for distribution 400 copies of their report for the fiscal year ending April, 1908.

The book of newspaper clippings regarding the work of the congress and the two volumes containing reports of activities in various cities also received much notice.

Mounted on cardboard could be seen pages from the bibliography on play which is being compiled in the office of the Playground Association.

The exhibit of the Public Schools Athletic League of New York comprised for the Boys' Branch, photographs of their various trophies and a case containing specimens of medals won by the schools in their athletic meets; and for the Girls' Branch, pictures of groups of children performing folk dances.

VISITS MADE TO PLAYGROUNDS, WEDNESDAY AFTERNOON, SEPTEMBER 9

A unique event of the congress was the automobile tour on Wednesday afternoon, for the purpose of visiting some of the New York City playgrounds. The ten large tourist automobiles, filled with 268 enthusiastic playground people, were a

novel sight. A list of the playgrounds visited is given below, together with the authorities operating them.

Department of Parks:

De Witt Clinton Park Playground and Children's Farm
Tompkins Square Park Playground
Hamilton Fish Park Playground
Seward Park Playground
McLaughlin Park Playground

Department of Docks:

Recreation Pier, 24th Street and East River

Bureau of Public Buildings:

Public Bath, 24th Street and East River

Parks and Playgrounds Association:

York Street Playground

At the De Witt Clinton Park Playground, conducted by Mrs. Henry Parsons, the children themselves acted as guides to the visitors.

EXHIBITION OF WORK OF THE PUBLIC SCHOOLS ATHLETIC LEAGUE, FRIDAY AFTERNOON, SEPTEMBER 11

An exhibition to show the work of the Public Schools Athletic League of New York City, that of both the Boys' and the Girls' Branches, was held on the lawns of Manhattan Park, adjoining the Museum, on Friday afternoon. Arrangements had been made with Mr. Emanuel Haug, Inspector of Athletics under the Board of Education, for the work of the boys; and with Miss Mary A. Wollaston, Assistant Inspector of Athletics, with reference to that of the girls.

The children taking part in this exhibition were drawn from the following New York City public schools:

Boys,

Public School 32 Bronx.

Girls,

Public Schools 13, 15, 104, 119, 131, 177 Manhattan.

About two thousand visitors were present to watch the 26 boys and 150 girls perform their athletics, games, and folk dances.

Much was contributed to the enjoyment of the occasion through the efficient assistance rendered by the Police Depart-

ment in maintaining order, about a hundred men having been assigned to this duty; and thanks are also due to the Park Department for the services of their men in reserving the benches for congress members.

First, the boys from Public School 32, under the direction of Mr. Rowland Patterson and Mr. John McHugh, Assistant Inspectors of Athletics, performed their feats of running, jumping, and chinning as embodied in "class athletics" and the "button test." Then the girls, each wearing some uniform token adopted by the school, such as a red ribbon in the hair, were spread out in little groups of fifteen to twenty over the green oval of the Park, where they performed their games and dances to the music of violins, one musician being supplied for each individual group. The work was under the charge of Miss Wollaston and Miss Ellen Hope Wilson. The program of games and dances was as follows:

1. Shuttle Relay Race: P. S. 119
2. "Comarinskaia," Russian: P. S. 177, 13, 131, 15, 104
3. Pass Ball Relay: P. S. 104
4. "Fjalenaspolska," Swedish: P. S. 119, 15
5. Ball Throw: P. S. 177
6. "Oxdans," Swedish: P. S. 177, 13, 119, 131, 15, 104
7. Potato Shuttle Relay: P. S. 13
8. Solo Dance, Hungarian: P. S. 177, 13, 119
   "Csardas," Hungarian: P. S. 131, 15, 104
9. All Up: P. S. 131
10. "Carrousel," Swedish Folk Game: P. S. 177, 13, 119, 131, 15, 104

EXHIBITION OF WORK OF BOYS FROM THE NEWARK, N. J., PLAYGROUNDS

Following the work of the Public Schools Athletic League on Friday afternoon, there was given at Manhattan Park a demonstration of mimic warfare and a military drill, by forty-five boys from the summer playgrounds conducted by the Board of Education of Newark, N. J. The exhibition was in charge of Mr. Randall D. Warden, the Director of Physical Training. An account of the playground activities in Newark, N. J., is given by Mr. Warden in Part II of this volume.

FESTIVAL OF FOLK AND NATIONAL DANCES HELD AT VAN CORTLANDT PARK, SATURDAY AFTERNOON, SEPTEMBER 12

Perhaps the most beautiful event of the congress, and the one which will remain longest in the memory of those who witnessed it, because of the genuine enjoyment that it afforded to participants and spectators alike, was the last—the Festival of Folk and National Dances, held on Saturday afternoon in Van Cortlandt Park, with the little lake forming a background to the picture.

Here were gathered together, before an audience of over seven thousand people, groups of children drawn from the playgrounds of the Park Department and the Henry Street Settlement, and adults from the various foreign societies of New York and vicinity—all joining in the presentation of those inherited dances that are the expression of the very life, the feeling and activity of all peoples.

The training of these adults and children was in charge of Mr. Louis H. Chalif, of the Chalif Normal School of Dancing. About 250 children and 100 adults joined in these folk dances:

CHILDREN'S DANCES

Nationality of Dance	Name of Dance	Children from
Italian	Saltarella	Thomas Jefferson Park Playground
Polish	Cracoviak	Riverside Playground
Spanish	Manchegas	York Street Playground
Irish	Lilt	De Witt Clinton Park Playground
Bohemian	Baborak	Flushing Avenue Playground
Russian	Khorovod	Henry St. Settlement Neighborhood
Swedish	Langdans	Flushing Avenue Playground
Hungarian	Kormagyar	Tompkins Square Park Playground
Scottish	Highland Schottische	De Witt Clinton Park Playground
German	Bauerntanz	Tompkins Square Park Playground
Negro	Old Virginia Reel	West 63d Street Playground

OLDER GROUPS

Nationality of Dance	Name of Dance	Adults from
Polish	Mazur and Craco-viak	Polish Gymnastic Societies
Italian (mixed groups)	Native Dance	Newark Public School Playgrounds
Russian	Kasatschok	Russian Societies
Irish	Fourhand Reel	Brooklyn Gaelic Society
German	Peasant Dance	Bronx Church House
Hungarian	Czardash	Chalif Normal School
Italian	Tarantella	Friendly Aid Society

As a fitting ending, all the groups of children combined to give the harvest dance—singing the harvest song as they marched in an immense circle over the lawn. At the close, the little performers were rewarded with refreshments of ice cream, furnished through the generosity of Miss Lillian D. Wald.

It was possible to secure a very good series of twenty-seven photographs showing the various dances that had been presented.

As in the case of the festival held at Manhattan Park, splendid supervision was afforded by the Police Department, a police captain being present in person. The Park Department also lent willing coöperation in the reserving of benches and in the erection of two large dressing-tents for the use of those taking part in the dances.

The music was furnished by the military band of the Russian Symphony Society, who rendered on request many selections in addition to those listed on the program and required for the dances.

First General Conference

TUESDAY AFTERNOON, SEPTEMBER 8

MR. GEORGE D. CHAMBERLAIN, Chairman

OPENING ADDRESS OF MR. GEORGE D. CHAMBERLAIN

It is the general understanding among those who are at all interested in the playground movement that most of us engaged in it are doing pioneer work, as indeed we are. I was in hopes that to-day at this conference we might do a little pioneer work in the direction of starting a playground congress on time. I believe the hour was fixed for three o'clock, and those who were here at three o'clock, of course, were entitled to hear the first words spoken in the afternoon's program and they have been cheated out of half an hour.

If I understand the playground movement at all, it is this: that in the work of the playgrounds throughout the country we are bringing to pass in a very practical way what many educators have been advocating for many years—not all of them by any means, and not all of them are advocating it yet—that we shall educate the all-round man—soul, mind, and body. It seems to me that the playground movement has possibilities along this line hardly to be realized at this moment. We are giving the boys and girls opportunity, first of all, to get what is most needful to physical strength—a strong body. Without that, the rest matters little. With the cultivating of the school gardens and the like, with the training of the hand and the eye in the little manual work that has been done, we are rounding out the education of the child and supplementing the mental training gotten through the ten months of the year.

President Garfield used to say that this is really a great age in which to live, if we could only catch the cue; and I suspect if he were alive and here to-day and realized as some of you do what this movement means, he would admit that men and women had come nearer to catching the cue than ever before.

The first paper on the program this afternoon, "Games Every Boy and Girl Should Know," is significant when you hear men complaining, as we all have heard them complaining when we have solicited them for money with which to promote play-

ground work, that there is too much play; that boys and girls do not need to be taught how to play, but to work. And yet those who have worked in the playground movement know that the great rank and file of boys and girls do not know how to play the simplest games, and they are, of course, tremendous losers. One of the leading educators of New York, formerly a prominent school man in New England, used to say that as a boy he was cheated out of the play years. He never learned how to play, and he says that all through his life, up to the present time, he has felt that as a tremendous handicap in everything that he has undertaken to do.

We have with us this afternoon a gentleman who will tell us out of his observation and experience something of these games that every boy and girl should know. I have the pleasure of introducing Mr. George E. Johnson.

GAMES EVERY BOY AND GIRL SHOULD KNOW

Paper of Mr. George E. Johnson

Many active games of boys and girls possess some element which originated in an age-old life and death conflict; many informal plays of children are founded upon some primitive contest over nature. It suggests a very optimistic view of human progress to learn that the fierce passions and agonizing struggles involved in life and death conflicts of ages ago have bequeathed to our children impulses to activities mutually healthful and joyous to all participating in them. I used to wonder how wild animals, or young dogs even, could play, could growl and bite, and roll together on the ground in mock battle and not have aroused in them the rage and lust for blood that stirred their ancestors in their fierce struggles with their prey or their foes. It is quite in keeping with the beneficent and refining process of nature that the very joy of exercising awakening powers or instincts should swallow up in good nature the inherited memory of ill will and destruction.

From this we get a hint of the process of nature which tends, in each successive generation, to conserve the essentials of previous generations, and in a somewhat higher and nobler form;

and we gain the suggestion that we might take advantage of play in a way to achieve perfect coöperation between conscious education and the process of nature. Every normal child born into the world is blessed with so rich an inheritance from the past that it is difficult, if society does its part, for him to go astray.

Now, the games and plays of children are the modes of taking possession of this rich inheritance, and if we keep in mind what qualities we desire our children to possess and what foundations for such qualities have been laid in the past, it becomes a fairly easy and sure task to suggest games that every boy and girl should know.

The first thing we should desire for our children is good health. Every boy and girl should participate in those plays and games which are based upon the activities that gave to, or at least retained for, our ancestors, poise of body, depth of chest, strength of heart, active circulation, and good digestion. Therefore, every child, before and after what may be called the age of games is reached, should play at walking in difficult places, at climbing and hanging by the arms, at swinging, at digging and lifting and hauling, at running and dodging and chasing, at swimming, at jumping, at throwing and striking, at wrestling and fighting.

The boys and girls who pursue on through the years such plays and games under favorable conditions will take possession of their birthright of a complete and rounded physical development and escape that deplorable condition, so common among school children, of an inverted pyramid of intellectual and physical development—a condition which recalls Lincoln's familiar allusion to the Mississippi steamboat that had a one-horse-power engine and a two horse-power whistle. When the whistle blew, the steamboat stopped. We observe many a school child with a two-power brain and a one-power stomach, and all too frequently the child life stops.

The next thing to a sound body that we should desire for our children is a sound mind to control it. The activities of the race have developed certain mental qualities also which tend to be conserved in children through their plays and games. Beginning with the lower qualities, as perception, acuteness of hearing, clearness of vision, keenness of touch, and the rest, and continuing through accuracy of judgment of impressions, correlation of the senses and motor apparatus, memory, association, imagina-

tion, discrimination, judgment, and reasoning,—*up to a certain point*, the plays and games of children furnish the best, if not the only, practicable means whereby boys and girls may take full possession of their mental inheritance. Therefore, every boy and girl should play those games that tend to make the mind the perfect master of the body. These include, first of all, innumerable games of skill, beginning perhaps with the simple games of ball, tip-cat, ring toss, bean bag board, jackstones, marbles, hop scotch, hoop rolling, top spinning, and concluding with the most complicated games of ball. On the mental side these games advance beyond those first-mentioned exercises, which merely develop correct posture, deep chests, and good stomachs; and they make for a finer organism, closer correlation, higher efficiency, and more masterful control.

The perfection of mental control over motor mechanism is constantly illustrated in ball games. I watched some schoolboys engaged in a game of baseball. It was a fast, close game, with the score 4 to 3 in favor of the field at the second half of the ninth inning. The crowd was yelling fiercely. A batter hit a ball sharply to the infield. It bounded along with the speed of a cannon ball, a little to one side of the shortstop, who by some incredible sweep of body and hand stopped its progress, but was unable to recover for a sure throw to first, and the ball went wide and struck the fence beyond. The runner, seeing his opportunity, tore along toward second base like a race-horse. Meantime the pitcher, simultaneously with the hit, started back to first base, and with the swiftness of a hawk bore down upon the ball, now on its rebound from the fence. With what to the eye seemed a single and continuous movement, he seized the ball, turned, and threw it with unerring aim to the second base, who caught the ball and tagged the runner as he shot in a long swift dive for the bag, and the game was saved. It is no wonder that such perfect union of temper, mind, and execution constantly exhibited in ball games should excite the instinctive admiration of thousands, who by their perennial enthusiasm attest the popularity of our national game.

But there is a further need of boys and girls, beyond health of body and mental control, namely, of certain moral and social qualities, the foundations of which have been laid in generations past. Every boy and girl should know those games that develop courage, self-respect, admiration of skill, desire for efficiency,

sense of justice, the love of fair play, sympathy, and sociability. Ample opportunity for the development of most of these qualities is found in the active games of children. In our nation of diverse peoples there is special need of games which develop those qualities in the individual that are essential to social control. Ross mentions four of these traits or qualities essential to good order, namely, sociability, sympathy, sense of justice, and its correlative, resentment. In these days of rapidly increasing interest in the sociological aspects of education, the plays and games of children acquire special interest, for it is in the play life of children, in the pure democracy and autonomy of the playground alone, that any adequate opportunity for normal social expression can be made possible for children.

Strange to say, the tendency in the development of civilization is frequently away from the sociability of primitive races. The Anglo-Saxon is less sociable than the Eskimo, Sioux, Negrito, or Bushman. Instinctive sociability, unmindful of race or social position, is best conserved and most safely expressed on the playground. Every boy and girl, therefore, should know the traditional singing games, folk plays, and dances, such as Looby Loo, London Bridge, Jenny Jones, Go Round and Round the Village, and others, and the dances of various nations. Especially is the socializing influence of the play festival apparent when the children of all sections of a city and of all nationalities meet in one happy gala day of play, showing in their common interests and common joys that in the childhood of the races, at least, "God hath made of one blood all nations of men."

Sympathy, the gentle spirit that evens inequalities and puts one in another's place, like sociability, often loses in the process of civilization and in the passing of childhood. It is an observation of anthropologists that "idyllic gentleness" has been found only among primitive peoples, and it is a common observation that children are more sympathetic than their elders. Many a man finds it difficult to kill his chickens, drown superfluous kittens, or shoot mischievous squirrels, when he considers the peace and knowledge of his little children. But sympathy, as well as sense of justice, will have much to do with any successful righting of social wrongs or with the maintenance of better social conditions when once they are attained. We shall do well to conserve in the children of this generation all possible susceptibility to sympathy. This can best be done through the plays of

children. In his play the child splits up into his "other selves"; he becomes all things; he puts himself constantly in another's place.

Every boy and girl, therefore, should know those plays and games that call for imitation and impersonation in great variety, imitation of animals, of playmates, of men and women, and of every social stage and occupation, such as fireman, cowboy, policeman, grocer, expressman, doctor, conductor, teacher, and others; games where the players alternate in having the desirable and an undesirable part, in being "it" and not being "it," such as Tag, I Spy, Hunkety, Hill Dill, Bull in the Ring, Blind Man's Buff, Follow the Leader, Gypsy, Fox and Geese, Duck on a Rock, Roly-Poly, and the like.

The sense of justice or love of fair play is another "contribution of the individual" to social order and "best good of all." Children in their games tend instinctively to adhere to rule and to grant and to demand equality of advantages and opportunities. The playground, therefore, readily becomes the best school for the conservation of the "square deal" in personal and social relations; and the supervised playground has one distinct advantage in this, that it can maintain a high standard of fair play and of adherence to the rules of the game. Every boy and girl should become expert in some games which have a generally accepted and clearly defined code of rules governing them.

These traits of character of the individual which have been mentioned, and toward which there is an instinctive but not always unerring tendency in children, would not fulfil their function fully unless they came to be exerted in social as well as individualistic activities. And, sure enough, the race has bequeathed to our children an instinctive tendency to do this, as Dr. Gulick has so well shown. The individual is the atom of society; the group is the molecule. It is upon the relation of the atoms in combination that the character of the molecule and of the substance depends. The welfare of society will depend in a great measure upon the elemental virtues which are so well developed in games and which take on a new and higher form when exerted in group activities. Therefore every boy and girl should know certain of the best group games, such as baseball, foot ball, captain ball, hockey, for boys, and modified ball games for girls.

The half has not been said as to what games every boy and

girl should know, nor as to why they ought to know them, while there has been scarce mention of informal play, as distinct from formal games, which perhaps represents as much higher type of play as the arts of peace are higher than the arts of war. However, from what has been said, we may include among the games every boy and girl should know:

1. Games that conserve the essential biological and physiological growth of children.

2. Games that tend to make the body the perfect organ of feeling, thinking, and execution, even under the stress of great excitement.

3. Games that develop the elemental individualistic virtues.

4. Games that tend toward a more perfect expression of the individual in social relation and for social ends.

THE CHAIRMAN: As we look over our American cities and as we come to know more and more of the government, or rather in many cases the lack of government, in those cities, and as we behold with wonder the men who are elected to municipal office, we cannot help but think with many misgivings of what the future is to be, unless the material that shall be at hand for the government of our cities is better than that which is now in sight. There have been some efforts made along the line of municipal training, so to speak, of boys. I believe there is but one city that has made the attempt of having a municipal camp. The next speaker is going to tell us something of the practical working of Newark's Municipal Camp.

I have the honor of introducing Mr. Charles A. McCall.

NEWARK'S MUNICIPAL CAMP

PAPER OF MR. CHARLES A. MCCALL

Newark is justly proud of its municipal camp. Although still in its infancy, Newark's camp has fully proved its usefulness and value as a practical charity during the four years of its existence. From a very small beginning it has developed into a camp which provides a week's outing during the vacation

period for eighteen hundred (1800) children of the worthy poor. The camp is conducted by a committee of the board of aldermen of the city, and all expenses are met by an appropriation from the regular tax budget.

The conditions which brought about the movement for establishing a municipal camp by the city of Newark in 1905 can best be described by a short account of what had been done for needy children during the summer months of years preceding. Free one-day excursions for children had been conducted annually by the mayor and other city officials during a period of over fifteen years. These excursions were provided for by public subscription and were managed by a committee which was generally composed of members of the board of aldermen and city officials. An increasing interest was shown by the public in these excursions every year. A feeling was aroused among the citizens that these excursions should not be conducted through public subscription, but that all expenses should be provided for by an appropriation from the city tax budget.

In the spring of 1904, through the efforts of the mayor and his secretary, together with other city officials, legislative authority was obtained to allow the financial body of the city to appropriate annually a sum of money not to exceed five thousand dollars ($5000) from the finances of the city to defray the expenses of an annual "Free Excursion for Children". The board of aldermen immediately appropriated three thousand dollars ($3000) and appointed a special committee of its members, called the "Committee on Public Outings", to take charge of the annual excursion. This excursion was held in August, 1904, and was a great success, in so far as the number of people who were given one day's outing was concerned. Over seven thousand (7000) mothers and children were taken to a nearby pleasure resort. Much favorable comment was occasioned by this excursion, because of the fact that all expenses were defrayed out of the tax budget of the city. Many suggestions were offered by citizens as to the best manner in which to expend the appropriation in future years in order to obtain the best permanent social benefit for the poor of the city.

Charitable organizations, including the social settlement associations, the Newark Educational Association, and the Board of Trade, strongly advocated that the annual one-day free excursion for children be abandoned, and that sufficient money be

appropriated by the Board of Aldermen to conduct a fresh-air camp along the same lines as those so successfully conducted by fresh-air societies.

At a meeting of the Public Outing Committee of the Board of Aldermen in the early spring of 1905, the matter of establishing a municipal summer camp was favorably considered. The legislature was requested to grant authority to expend the annual appropriation of five thousand dollars ($5000) "to provide for the health and recreation of sick and needy inhabitants". Power was granted "to use such appropriation in providing board and lodging for such sick and needy inhabitants in the country or at the seashore for a limited period of time during the summer months". The committee, having thus been clothed with the necessary power, immediately set about to establish a camp. It was decided that the location of the camp should be within easy reach of the city, and at the most healthful spot that could be procured.

The place finally selected was located on the mountain-side just beyond the city of Dover, New Jersey. A contract was made with a farmer to serve food for at least one hundred (100) children each week during the months of July and August at a reasonable rate. Arrangements were made with the railroad company for a reduced fare, which amounted to about fifty cents each child for the round trip, and a special car was provided.

Workers at this camp were volunteers. Two kindergarten teachers and a physician volunteered their services for the entire season; an attendance officer was detailed each week by the Board of Education and a trained nurse was sent by the Board of Health, while the actual executive work was accomplished by members of the Outing Committee, assisted by a few other gentlemen who were interested in the work, and who took turns in managing the camp.

During that year eight hundred and ninety-seven (897) children were each given a week's outing at the camp. The good results were so apparent that the newspapers and the public in general voted the undertaking a grand success.

The experience gained by those in charge of this camp was very valuable, and resulted in developing a larger plan with more definite purpose in view for the year 1906.

An appeal was made to the State legislature for authority

to appropriate the sum of ten thousand dollars ($10,000) out of the tax budget for the purpose of buying land, erecting buildings, and furnishing equipment for a permanent camp. This act was introduced as a supplement to the act authorizing the expenditure of five thousand dollars ($5000) for maintenance of the camp, and was speedily passed. As soon as this ten thousand dollars ($10,000) had been appropriated and was available, a farm consisting of eleven and one-half (11½) acres was purchased at Neptune Heights near Avon-by-the-Sea. There were erected separate dormitories for the boys and girls, an administration building, a dining-room, and a thoroughly equipped modern kitchen.

Besides the buildings mentioned, there is a farm-house of six rooms on the grounds, which is used as a library and reading-room by the children when the weather is not suitable for out-door play. The location of the camp is almost ideal for this sort of enterprise. Situated on a knoll in the midst of a pine grove, and only ten minutes' walk from the beautiful beach of Avon, it could hardly be excelled for healthfulness and for recreation. Bathing suits are provided for the children and they are allowed to enjoy the delights of surf-bathing under proper and safe supervision once every day. There are swings, baseball fields, tennis and quoit grounds; and almost every sort of out-door recreation is afforded the children.

During the summer season of 1906 there were over one thousand (1000) children entertained at the camp, together with a number of worthy mothers who were allowed to accompany children too young to go unaccompanied. Last year there were fifteen hundred (1500) entertained, and at the close of this season two thousand (2000) children will have been entertained.

Each year's experience in conducting this camp suggests some improvement that can be made in its management. Among the most important of these is the appointment of a superintendent, who should be given full control of the management of the camp. He should be a man of some experience in such work, and should be a strong, capable, conscientious worker. A superintendent of this character could attend to the many details of the work much better than it can be done by a committee whose membership is changed every year. Many of those who are interested in the camp feel that the work could best be carried on by a separate commission appointed for that purpose by the mayor. Others

feel that supervision of the camp should be placed with the Overseer of the Poor, while others think that the work properly belongs to the Playground Commission. Skilled playground directors should, without doubt, be employed to direct and supervise the play of the children, since the chief aim of the camp life, aside from the aspect of health, should be to teach the children how to get the greatest benefit, moral and intellectual, out of their play.

DISCUSSION OF MR. McCALL'S PAPER

QUESTION: I would like to know if Mr. McCall has any trouble with politics.

MR. MCCALL: Very little trouble with politics; some little naturally.

QUESTION: Are there any printed reports of this municipal camp?

MR. MCCALL: I think there are, and they can be secured by making application at the city clerk's office at Newark.

QUESTION: Have other cities followed the example?

MR. MCCALL: I know of no other city that has a municipal camp.

QUESTION: Is this camp for boys and girls, or only for boys?

MR. MCCALL: It is for boys and girls, and some few mothers who have infant children and are unable to take them away on a vacation.

QUESTION: What is the age of these children?

MR. MCCALL: The maximum age is thirteen, though the children are sometimes older.

QUESTION: How young do you take them?

MR. MCCALL: From babyhood up.

THE CHAIRMAN: Mention was made this morning at one of the conferences, by Joseph Lee, of Boston, whom we know as an authority on playgrounds, that whereas a few years ago, and even to-day in many sections, the notion prevailed that any old thing was good enough as a playground, the time is rapidly coming when we will no longer consent to accept as a suitable place for a playground a ground that is not beautiful as well as fully equipped with apparatus and playground material. Those of us who have worked in the school playground movement have come up against strong opposition on the part of school authori-

ties, often on the part of the janitor, to the use of the front yard, if there happens to be a square yard of green grass in it. In New England we have a great many school-yards where, when the city property committee commenced operations in the direction of building, they carefully removed all the trees and everything that suggested a vestige of shade, and left a dreary, barren place for a playground. But if by any chance they have left a tree, we are warned against harming that tree, and the best assurance against harming is to keep away from the tree. In spite of that, we have in Springfield benches under the trees and on the ground; and two years ago when strong opposition was made against our use of the land in any way whatever, we simply agreed that if at the end of the summer term the grass had been destroyed and the city property committee demanded it, we would pay the cost of replacing the turf. We did wear away some grass, but I think the city property committee had undergone a change of heart, for we never were asked to replace the turf.

The next item on the program is a paper entitled "Landscape Gardening in Playgrounds", by Mr. Charles Mulford Robinson, one whom we know to be an authority on this subject, one who has a great love of the beautiful, and has had it in his power "to make the desert blossom as the rose", doing splendid work throughout this country. Unfortunately, Mr. Robinson will be unable to read his paper, but it will be read by Mr. Howard Bradstreet, Secretary of the Parks and Playground Association of New York City.

I beg to introduce Mr. Bradstreet.

LANDSCAPE GARDENING FOR PLAYGROUNDS

Paper of Mr. Charles Mulford Robinson

The subject of this paper was assigned. The fact is significant. It would not mean very much for an individual to think that there ought to be landscape gardening in playgrounds and to write about it, because there very seldom is any. But to have the national organization of playground workers consider the subject so deserving of thought as to ask for a paper on it, must mean something. Necessarily the ideas put forth are the

writer's; but underlying them is the significant fact that the request for the paper came, uninvited, from the Association.

It has seemed best to emphasize this point, lest there might be hope that the paper would prove like the famously brief discussion of snakes in Ireland. To destroy that delusion at once, let me say that the discussion will be divided into two main questions: First, why should there be landscape gardening in playgrounds? Second, how, if it be desirable, can its effects be secured?

Why should there be landscape gardening in children's playgrounds? Do you remember the legacies contained in a document published a year or so ago, said to be the will of a patient in the Insane Asylum of Cook County, Illinois? These were his bequests to children:

> "I leave to children, all and every, the flowers of the field, and the blossoms of the woods, and the right to play among them freely, according to the customs of children, warning them at the same time against thistles and thorns, —and I leave the children the long, long days to be merry in, in a thousand ways. I devise to boys, jointly, all the useful idle fields and commons where ball may be played; all pleasant waters where one may swim; all snow-clad hills where one may coast, and all streams and ponds where one may fish, or where, when grim winter comes, one may skate; to have and to hold the same for the period of their boyhood."

Now, as soon as a city becomes of such size that there are a great many children, multitudes of boys and of girls, there are not left any flowers and fields and woods. The "idle fields and commons," the pleasant waters where one may freely swim, snow-clad hills where one may coast, or skate, are so far away as to be inaccessible, quite out of the children's world as far as practical usefulness goes. It is to supply their want that playgrounds are created. That is why the grounds are equipped with ball fields, swimming pools, toboggan slides, and skating ponds. We are only trying to give to childhood, city-born as well as country, its rightful heritage.

It has been found by experiment that it is easier, cheaper, and more satisfactory to the children themselves to do this by bringing into the city little oases of country, that shall be the

children's own and that they can use every day, than once in a long while to take them out to the real country. But in bringing these playground oases of country into town, it is strange how often we have forgotten "the flowers of the fields and the blossoms of the woods"—the very first articles which the insane man itemized as a legacy "to children, all and every." We have provided toys and games and brought in the opportunities for sport of various sort, but we have forgotten the flowers. Yet never was child, boy or girl, taken for the first time into the country and left alone who did not go at once for the flowers. Before ball is tossed or race is run, starved little hands clutch for buttercups and daisies.

It is a curious thing that we makers of playgrounds have so commonly overlooked the flowers; have fancied that any old vacant lot, however bare, would perform its full playground function of giving chance for the play of muscles. For when we build parks, which are only bigger playgrounds for bigger people—the making accessible for grown folk of some larger bits of country—the flowers and the beauty of landscape are the first things thought of. That is, when we plan for ourselves, we recognize that beauty is one of the things most craved in the parks—to be thought of ahead of golf links, or boating, or zoos. But when we are planning for the children, to whom nature's book never has been opened, we tell them to run and jump, to learn basketry and the principles of civic government; but to look for nothing beautiful—even though, as consequence, the seals never fall from their eyes and the loveliness of plant life never be revealed.

It is a great responsibility to take. The propriety of bringing into the playgrounds that beauty which landscape gardening commands, even in the most restricted area and under the most unfavorable conditions, seems to me overwhelmingly convincing. But this other article may also be advanced. In the parks, beauty and landscape find a sufficient justification in the pleasure they give. Beauty rests, soothes, and pleases us; but generally it makes us no wiser. In the playgrounds, where to its æsthetic attraction there is added the merit of novelty, it is also uniformly educational.

The very constituents of a gardening composition—tree and grass and bush and flower—are delightful to a child, even apart from the picture they may make. There is the appeal of life

to life. And think what, on the purely physical side, natural shade and the freshness of living green may mean, on a hot day, to the children of the scorching tenements. In Chicago, where the playgrounds are the best in the world, there is told a story of a little barefoot girl who rang the bell at one of the fine houses and asked, "Please, sir, may I put my feet on your grass?" Playgrounds are too often developed on the theory that she would have asked to swing on the area gate or to slide down the railing of the steps, and never have noticed that there was grass. Yet the wish she expressed was normal; and it seems to me that the voice of that little child in the great twentieth century city echoed humbly a thought of the Prophet Isaiah, when, dreaming of a city beautiful, thousands of years ago, he cried, "Awake, awake; put on thy strength, O Zion; put on thy beautiful garments, O Jerusalem!"—and then in his fine ecstasy: "Break forth into joy, sing together, ye waste places of Jerusalem; for the Lord hath comforteth his people, He hath redeemed Jerusalem!" It is for us, as this little child unconsciously asked, to comfort the children and redeem the playground by giving to it its beautiful garment.

There is, then, no consistency in the phrase I find in one playground leaflet, "The maximum of utility and the minimum of ornament." Did you ever know a child who did not love ornament and beautiful things? Shall we, who pretend to feed —and do feed the little bodies that are hungry for a chance to play—give only stones to the starving spirit, senselessly bragging of a "maximum of utility" in such provision? We must redeem in order to comfort.

How to do this in a practical way, with the handicaps imposed by the playground, is the second question.

Let us begin at the entrance. Whatever that entrance is, we shall be stealing no play space if we use a few feet or inches on either side for some growing thing that will make it pleasant and inviting. If the entrance be the beginning of a path, which the children do not keep to very carefully as they come running in, so that a trodden space is worn on either side of it, a few prickly barberries will keep bare feet (and stockinged legs too) where they belong, and will put at the threshold of the playground a little splash of color, which—with berry and leaf—is beautiful all the year. Perhaps, instead of posts, pyramidal arbor vitæ can stand on either side; or morning glories can climb

a wire netting—too fine to invite boy-climbing—and so make an arch of beauty into that children's fairyland where there is nothing but fun.

The boundaries of the plot surely do not need to be bare wall or fence. A hedge, formal or informal, in mixed shrub planting—according to the local conditions—can usually take the place of a fence. Disagreeable boundaries—as old sheds, or a railroad—can be screened by planting; and a bare wall that seems discouragingly insistent can be quickly clothed with ampelopsis, that is made gay with a fringe of hollyhocks studding it with color. Perhaps this seems a very rudimentary sort of landscape gardening; but if we can get the frame of our picture satisfactory, we have made a good start; and if, besides that, we dignify and give a pleasant emphasis to our entrances, we shall really have gone a long way toward a "composition".

Then there is the matter of the building, or buildings. These, as the dominating note of the space, can be treated as the culminating feature of the architectural layout. That ought to be planned at the very start, when walks are to be laid down, light placed, the flag-pole located, and the grounds perhaps graded. I should hope that close against the building there might be space for some bright flowers—and it may be that a little band of formal gardening could be arranged there. It would be appropriate. But we will not be dependent for flowers on the gay annuals or perennials of the formal garden. Among our shrubs we shall have lilacs, bridal wreath, deutzia, dogwood, and rhododendrons and azalias, if they will grow, and roses, and sumac, and hawthorne—all the flowers and gay foliage we can mass successfully together. And while doing this, we will give to the building, as the crown of the composition, the glory that goes with propriety of setting and adequacy of support.

I am not forgetting the play spaces. They, of course, are what the playground is primarily for. Our plans have not trespassed upon them, for we have talked only of the entrance and the boundaries of the building, which there have to be in the case, and the latter's immediate surroundings.

On the grounds there ought to be some trees. These will not in the least interfere with the play, for they are useful as bases and goals; and it might even be that God, in his love for little children, would make one of them grow in such a way that there could be seats in it; or, if it were on the girls' side, a natural

Even the Outdoor Gymnasium may have a Pleasant Setting

playhouse under drooping branches, or, on the boys' side, a cave! So the trees, with their beauty and grateful shade, may even add to the play-availability of the space.

Finally, the well-equipped playground for little children has a wading pool. Usually, this has a concrete border, though sometimes clean sand is placed around its edge to enhance the resemblance to the beach of sea or lake. The pool gives infinite delight. Its social service is such that almost any æsthetic shortcoming of which it might be guilty could be forgiven. But why should the pool have æsthetic shortcomings? Why should it not be made the charming adjunct to the playground that it is in almost any other landscape? It seems to me that to have the planning of the small area which a playground usually covers, and to be told to put a pool of water in it, is to be given a good opportunity. A pergola at one side or end, making a shady place where mothers can sit and watch their children, incidentally makes a pleasant picture. A jet of water rising in the middle of the basin as a fountain adds much to the fun of the pool, and another element to its æsthetic charm. Or we may forego formalism and thought of Italian gardens, and give to the pool, behind its screen of shrubs and bushes, such seclusion as the naiads might have coveted in the fastnesses of enchanted woods. The while, we shall save real little naiads, with skirts rolled high in the innocence of childhood, from the street's too intrusive gaze. Or yet again, the wading pool may not be a pool at all. Why not give to it the form of a stream, if there be some fall to the grounds? I never have seen this done; but it would be easy to arrange—easier, indeed, to manage than is a big round basin, as far as space is concerned. It would be a simple matter to beautify it then, and what joy to the children to tramp its length and feel the little current eddying around their legs! And small dams could be built by the boys and destroyed again, and little water-wheels, that would give measureless pleasure and some instruction.

In fact, to my mind, the whole playground conception has heretofore been wrong. We have taken as our ideal a bare city lot equipped with paraphernalia for children's exercise. The truer deal would be an acre or so of natural looking country, which we should create if necessary where are "the flowers of the fields and the blossoms of the woods" and "pleasant waters"—a chance for the city child to know the delights of a real outdoors, of

their playground and act as knights to guard the flowers of the defenseless girls, would effectually check it.

And then I would have parties of playground children given country walks now and again. This is done in Chicago and possibly elsewhere. The suggestion pertinent to this paper is that one main purpose would be to have the children see the playground flora in its natural habitat, to help them to identify it in its wild state; and when any portion of the planting needed replenishing, not to get the stock from a nursery or from the park commissioners, but to have the boys taken into the country, to get it themselves and to plant it themselves. For the stock should be native as far as possible, and the children's sense of proprietorship in their playground and responsibility for its care should be fostered.

At Pittsburg, and I hope the custom exists in some other places, the Playground Association conducts flower days. For these occasions, bunches of cut flowers are sent from private gardens all over the city, and from the suburbs, making a brave and beautiful showing, and then the flowers are distributed among the school and playground children, who take them home. That is a step in the right direction. It helps to develop that appreciation of the beautiful which there is such need of developing; and which the usual city playground starves. The influence of these things goes beyond the child—further, indeed, than we can measure. A properly developed playground would cast something of its glory and wonder over even its most bedraggled little visitor. Though he were only

* * * * a dirty little fellow in a dirty part of town
Where the window-panes are sooty and the roofs are tumble-down,
Where the snow falls black in winter, and the wilting sultry heat
Comes like a pestilence in summer, thro' the narrow dirty street,
Yet, amid the want and squalor of the crowded, sorry place
You could find the little fellow by his happy smiling face.

DISCUSSION FOLLOWING MR. ROBINSON'S PAPER

Mr. Dwight H. Perkins, member of the Special Park Commission and chairman of the Playground Commission, Chicago, spoke as follows: You ask what might be done in a small way. I beg to say that at another time lantern slides will be shown of some of these gardens as found in one or two of the Chicago

playgrounds for a number of years, but inasmuch as there was some apparent recognition given to practical considerations, I think it might be interesting if the conference knew not only what has been done, but what is about to be done in the Chicago school playgrounds.

We always hear of the difficulty of money and the lack of money, but with a little side-stepping, which I think is admissible, I believe that it is possible to make an outline for just what Mr. Robinson has so admirably and suggestively pictured.

The Chicago Board of Education is in the habit of spending five dollars a running foot for a heavy, wrought-iron fence with iron posts. This is put all around playgrounds, in order that discipline may be maintained. I happen to have the good fortune to have three relations to playgrounds. I happen to be a member of the Special Park Commission. We have discovered a wire fence, made of wire mesh, which can be put up at 50 cents per running foot. I am not now talking art, I am talking money, with a view to what I think may be practical and which may also make these beautiful things possible. We are planning now instead of putting up the high iron fence at five dollars per foot, to put up a concrete and wire fence at one dollar per foot. We are planning to put up a fence giving perfect opportunity for the school to control the children, for discipline, and yet have four dollars left per foot for planting. That leaves a chance to dig out eighteen inches and put in clay soil with loam on top and to put in all the shrubs which Mr. Robinson has described. Then we may still say to our practical boards that we have saved them two dollars per running foot.

A representative of the Boston playgrounds said: We have a playground about one-eighth of a mile long, which contains two hundred and forty individual gardens, about three feet wide and eight feet long, which is the width of the strip. Around this we use wire fencing. The children pick the flowers themselves and take them home, as well as the vegetables. The only discipline necessary is to threaten to take away a garden. We also have a cut-flower festival, but that is too much in the nature of a hand-out.

Mr. William A. Stecher, of Philadelphia: I can explain that in Philadelphia, in the Fairview Playground, there also is a garden. The playground is perhaps five acres in extent. There are bath-houses in one corner, a playground for little

children at the other end, a baseball field in another corner, and between these the individual gardens are situated. Each child at the beginning of the year applies for a plot. The plots are open to both boys and girls, equally. The size of the plot is six by eight. Surrounding it we have the so-called class plots, taken care of by all the children. What a child raises on its own plot belongs to him or to her; and the flowers and shrubs from the class gardens are usually given to hospitals.

Mrs. H. H. Fassett, of San Francisco: When the California Club of San Francisco established playgrounds, they had accomplished a great deal, and they eventually turned them over to the Board of Education for care. Then, under the leadership of Mrs. Lovell White, the president of the Outdoor Art League, we undertook to introduce gardens in schools, and met with the usual opposition from the Board of Education. The Outdoor Art League made itself a committee to attend to the planting of the playgrounds. We covered the walls with vines; we covered the buildings. We paid for soil, very narrow strips of loam. We encouraged the children in home gardening, and supplied them with flowers. We feel that the greatest work that women can do in their clubs is to do the initial part and to show the men how these things go, if they are only permitted to go.

A representative from New London, Conn., spoke as follows: It may perhaps interest some of you to hear how I managed to get a small appropriation. We had a number of fine buildings in the middle of a large block. I secured the coöperation of a man who was a professional landscape gardener and asked the board for fifty dollars to make a beginning. I told them that if they did not appropriate the money, I would pay it. That was a bluff. We made a great showing with that fifty dollars, and what was the result? The result was that at the last meeting of the board, when they were making up the budget for the next year, the supervisor wanted something done in planting in the garden of his school. Get the proper example, and you will get what you want.

Mrs. Mary F. B. O'Connell, of the New York City Park Department, said: I may state that on the municipal playgrounds in the city of New York, the Park Department within the last fourteen months has planted two hundred shrubs and trees around gymnasiums and playgrounds in the city.

The Chairman: I think that most of us when we first read of what took place in Chicago a year ago thought of it as something far beyond the reach of the smaller cities. In Springfield, Mass., two weeks ago yesterday, the playground season was brought to a close by a playground festival held in the middle of the city, on a much smaller scale, of course, than anything that was done in Chicago; but it was an experiment. We did not know how it was coming out, but we went at it, and for three hours there was something doing every minute of the time. Boys and girls to the number of one thousand gathered in that enclosure. We had seven per cent. of the total population of 80,000 people around that square to witness the fun.

One of the great problems, perhaps the greatest problem that this country is facing, is the immigration problem—the assimilating of races; and there are those who believe that a long step toward the solution of this problem is right in this playground movement, and in this festival, which should come perhaps not once, but two or three times a year. At the gathering of which I spoke nine nationalities were represented by the children. Their parents were there, and I think it is not overstepping the truth when I say that for the time being we forgot the racial question. We were all one family, citizens of Springfield, out for a good time, and all took hold regardless of nationality or color; and to my mind it is something that is possible for every community to engage in on a larger or smaller scale.

The next speaker, Miss Amalie Hofer, of Chicago, will give us a paper on "National Festivals in Chicago during the Past Year".

Miss Hofer.

THE SIGNIFICANCE OF RECENT NATIONAL FESTIVALS IN CHICAGO

Paper of Miss Amalie Hofer

The national festival has to do with the heart history of a people, and ever centers about such experiences and events as lift the deeper passions of a race into united, heroic action. Groups thus stirred by some valid human exigent are brought into coherency, which in time assumes the form of picturesque

provincialism, or of invulnerable nationalism. The traditional festival is a recurrent manifesto of these deeper feelings, and promotes group cohesion; in other words, it develops patriotic and national spirit. In the course of time the festival and its ceremonies may recede into the symbol of unitedness, quite apart from the human and historic incident which furnished the original incitement.

The most time-honored festivals, such as the solstice carnivals, are the outcome of folk experience and feeling as old and perennial as life itself. They are tap-rooted by instincts which reach further than historic circumstance, deeper far than religious creed, down into the very sources of being.

The commemorations of different times and different peoples are found to have counterpart features, the same characteristics re-emerging at different periods. This fact indicates a probable substrata of feeling, common to, therefore significant to, all men.

For three hundred years America has been the Bethel for groups that become alien and emigrants because of loyalty to some deeply grained human principle, or to groups that seek to recover a sense of coherency which has been shaken by the altering conditions attending evolution. Twenty or thirty different national groups have been bringing to this harbor their household gods of personal feeling, local custom, historic tradition and national traits. In the new coherency which is bound to be established, what portion of these birthrights is to be allowed to survive, or be eliminated or merged?

The transplanting of an old custom or an older race festival may be attended by as serious dangers as the moving of an aged tree or person. The destiny of some of these foreign ceremonies is a matter of genuine concern to such as believe that the ultimate composite which we designate American may even now be in the making.

It is with some such theories in mind that I have been observing the national festivals as preserved in our country, and have noted the adjustments and transitions occasioned by the new conditions. In proportion to the length and the propitiousness of stay in America have certain groups revived the old-time customs. The newcomers, like those first immigrants, the Puritans, do not immediately set up the old festival landmarks, but self-consciously wait for what is to happen next, sometimes

rigid under the sense of being different, often reminded of this by the ridicule of those longer on the new field—always watching out of the corner of the eye. Only when the present good makes the old wrongs fade into the past, and when the sense of belonging, when the home feeling emerges, and when its roots begin to go down into the new soil, only then are the old stories told again, the old days recalled, and the good of the old times reinstated. Then arise the desire for kinship and homogeneity, the necessity to be once again with those who understand and belong. It is then that groups of their own kind get together, in Turner Hall or lodge or union, forming societies for mutual aid or recreation, or preservation of the national qualities. An open-air place is christened "Waldheim", or "Vogelsang" or "Edelweiss", where men may come together the way one used to come, when there was only one kind, and all of the same custom. Many of these life-saving societies were in the beginning crude and grotesque, even vulgar, in their methods, and were treated merely as Dutch or Irish picnics by the Puritan, who decidedly preferred his own kind. The children of the earlier settlers called the later comers foreigners, and nicknamed them out of all national existence, as Dutch, or Mick, or Dago. But the later comers, in turn have been winning their spurs, also; and to-day the boys and girls of our schools are being taught the stories, songs, games and the poetic merry-making ways which have been preserved in our country by means of these same picturesque festivals of the foreigners. The embers of folk-feeling are being invited to blaze up again, and folk song and folk dance are embraced by professional and amateur alike, to the credit of that democracy indigenous to the American national spirit.

If Thanksgiving had come at some other season of the year, say in the budding time or the time of the harvest moon, who knows what out-of-door characteristics may not have been developed as appropriate to this our greatest national festival. There are signs that point to a warming of our somber, northern social life; for instance, the sober hundreds who are drawn in the winter months to sport on sunny shores, to witness the Mardi Gras frivolities or to participate in the rose battles and flower fiestas of the Pacific Coast. There is no mistaking the return of our younger generation to the delights of color, song, gaiety, even pagan extravagances. During the past season there have been presented to the public in the name of charity many forms

of riotous kirmess, pageantry, fancy dressing and stepping, theatrical posing and beauty competitions, which but yesterday would have been censured by the church-building fathers. The privileges of travel abroad and the unavoidable foreign contacts at home have modified provincialism, until many are turning to revalue the customs and celebrations and recreations of the European-American.

The great Norwegian national day, *Frihedsdag*, is May 17th, and is celebrated wherever Norwegians are settled. Outside of thousand-year-old Norway, the most extensive festival is held in Chicago, and is participated in by the best of 70,000 Norwegian-Americans, who on that day are again descendants of vikings and explorers, as well as immigrants in a foreign country. On that day there has been in Chicago for twenty years singing and dancing and merry-making because Norway secured a constitution and government of her own. This independence day, which has so long been an end in itself on the other side, becomes here the day for reviving Norwegian tradition, and renewing the characteristic folk-nature which made of Norsemen a nation. On this day it is proudly recalled that the first occupants of Ireland were Norwegians, and that the best English blood of to-day is of Norman, Norse, descent, and that Liev Erikson was the first discoverer of America.

At daybreak of May 17th the Norwegian colony of Chicago was awakened by the music of national hymn and choral as the band-wagon carried the musicians from street to street. In the fatherland this same custom prevails; however, with the far more stirring music of the ringing chimes and the *Männerchor* and instruments sounding throughout the realm from the high towers in the early morning.

At once preparations are made for the chief event of *Frihedsdag*—the morning procession of children. Ten thousand Norwegian boys and girls assembled at Humboldt Park, costumed to represent the various provinces of Norway, children from six to youths of seventeen, in this historical procession, each carrying the flag of his choice. In the recent May 17th parade it was found that 80 per cent. chose the Norwegian flag; the rest chose the American flag, or both. This assembling of the youth was witnessed by representative citizens whose care it now is to keep the younger generation from becoming less and less Norwegian. In the Fiordland each school has its banner or pennant, and the

entire younger generation (for education is compulsory) marches school by school, after the respective flag. When the national hymn was sounded by the band, and then sung, "*Ja, vi elkser dette laudet*," and the entire assemblage arose, every head was uncovered to the sun. The afternoon was given to patriotic speaking, national games, athletic sports, folk singing and dancing. Three Norse *Männerchöre* assisted the singing, carrying the anthems and folk songs with a timbre and artistic power worthy the fatherland of Grieg. I asked a young Norwegian whether any special proclamation ordered the day to be celebrated. He said with great warmth of feeling: "Every child and even adult looks for this day to come as you do your Fourth of July. It is like the sun coming up,—just so,—like the sun it can never be kept back any more."

There is no American provision that I know of by which this holiday is secured to the Norwegians. Some have questioned whether the foreign-born should be encouraged to keep these days, holding that it is un-American, and may even block the way to Americanization. Others consider that some compromise may be desirable, for purposes picturesque as well as poetic.

One of the oldest festivals of the present time is the midsummer national merry-making of the Swedish people, set for June 24th. Again, no gathering outside the native country on this day is so large as that held in some one of the Chicago parks. Owing to the unavoidable thrift of the hard-working middle class making up our 175,000 Chicago Swedes, St. John's day is celebrated on the Sunday nearest to the 24th. In the old country, where industrial interests are homogeneous, the entire population is set free for whatever day of the week this date may fall upon. In this country no united recognition has as yet been secured for the date, and while Sunday is free, many American and Swedish Methodists withhold their coöperation. Nevertheless the European out-of-door Sunday custom prevails to draw thirty or more thousands to this most completely reproduced of old-world festivals. Family groups are everywhere conspicuous and intoxicants and vulgarities are entirely prohibited.

The fifteenth annual midsummer day celebration for Chicago was held last June 21st, and promptly at one o'clock the customary raising of the majestic May pole took place. The pole, seventy feet high, was bound with garlands and dressed in streamers, great wreaths decorating the upper end.

In the old country each province has a different arrangement of pole decoration, various local emblems and souvenirs being utilized. The Chicago audience, being made up from many different provinces, has adopted a decorative scheme of its own. One great wreath is bound toward the top of the pole, and two others, like the arms of the cross, on either side. These are intertwined with the Swedish and American colors. As the pole was raised into place the "Star Spangled Banner" was played in with the potpourri of Swedish national and folk songs. Then followed a carefully planned program of athletics, singing and dancing by various organizations, occupying different platforms, that the eager thousands might be accommodated. Sixteen folk dances, representing the traditional dances and costumes of the different provinces of Sweden, were a highly applauded feature of the program. Some of the dancers were from the old country, some are now Chicago business men and their wives, notably members of the Philochorus Society, organized fifteen years ago in Chicago for the definite purpose of preserving in full detail the folk games and dances of the old time. There was a wonderful exactness of movement and yet freedom of fine physiques which elicited continuous applause. Many of the dances were pantomime figures, telling of courting, attracting and repelling, winning and losing, and competing against odds and carrying off the bride. In it all there was a clearness of good storytelling and a purity of natural feeling and straightforward exhibition of the old law that the fittest shall be victor. It was on a level with epic poetry and bold saga, and as such was a delight to the lover of the classic, whatever his nationality. The Viking band vied with the Iduna and the North Star.

The choosing and crowning of the *Midsommarbrud* was carried out in all the traditional detail, and proved to be more than a merely pretty affair, one that had a uniquely democratic fair-play purpose. Out of the great assembly six men were named, men of family, each of whom was responsible to nominate two married women, who each selected two of the most beautiful young women present, making twenty-four, probably all strangers to each other, possibly never having met until the afternoon of the festival. (How impossible this in the old country.) These selected from their own number the loveliest of all and proclaimed her the "*Midsommarbrud.*" Standing

in all her beauty, tall and calm, surrounded by her generous peers, all wreathed and decorated, she was crowned and garlanded and formally presented with the customary gold medal; this medal, of handsome and elaborate workmanship, having from time immemorial the same design of the Swedish arms,—the Chicago medal having added the stars and stripes. This annual crowning of the queen took place at four o'clock, and thousands in historical as well as modern holiday costume gathered to witness the brilliant spectacle.

There is a coherence in the audience of these national groups, a spirit of fellowship and patriotism which is substantial and solid and staid, almost devout, which differs much from the fire-cracker enthusiasm of young America. Recollections of the old home, regrets for the impulse which broke the old ties, disillusionment, hard, pioneer days and deferred hopes, are all mingled in the revival of the national day on the far western prairie. And it is not unusual that a telegram of greeting is forwarded to the King of the fatherland and an answer returned by His Majesty to the people waiting in the Chicago park.

During the past three years the Hungarian population of Chicago has grown from three thousand to thirty thousand, chiefly drawn from the working class, and added to our day-labor class. These are in solid earnest to acquire the language, the wage, and the rights of American citizenship. The Hungarian's birthright is a demand for political freedom, and every day laborer is more or less of a political agitator for this higher idea—Hungarian national life. March 15th was celebrated in Chicago by thousands of Hungarians, many of them for the first time away from their beautiful home country. This is their national day, which commemorates the high demands of the Committee of '48 for constitutional liberty, and is held in honor with that thousand-year old St. Stephen's day, which marks the anniversary of religious liberty. Two large celebrations were held in Chicago last March by these sturdy patriots, one for the factory hands and the laborers of the outlying districts, and one in the heart of the city. The latter was conducted by the Hungarian Singing and Literary Society, a group of young people who are pledged to preserve and enjoy their mother tongue, national music and literature.

How often it is the singing society of the foreign peoples which carries the ark of their covenant safely through the wilderness!

The Hungarian national spirit has a cumulative intensity unparalleled by that of any other living race. It broke out into ardent applause and continuous cheer as the Hungarian speaker outlined the purposes of the celebration. At the naming of Lois Kossuth, and the American sympathy extended to him in the fifties, patriotism flamed high, the audience shouting and cheering and stamping in one great burst of feeling. One of the leading dramatic members then read "*Talpra Madjar*," the response of the audience reminding one of the excited amens and gesticulations of a revival meeting. Prayer, home-longings and stubborn determination were all expressed in the composition and rendering of the national hymn, a composition which a young Hungarian said is "so sad, you see, because it stands for all the history of our people." Then came folk dancing, the inevitable climax of the genuine folk festival. The Hungarian Czardas, which is so seldom seen in our country, is the wildest and most tornado-like of all folk dances. It well represents the letting loose from resented bondage a once free and irresistibly powerful spirit. The unbridled fury of rhythm and movement are accompanied by violins which pour out in one harmony defiance and tears and heart-touching tenderness as only Hungarian folk-music may do. It is doubtful whether the Czardas may ever be reproduced by imitation folk-dancers. It exhibits a cumulative force of feeling and motor accompaniment scarcely to be acquired in a single generation. There would be as great a difference in power as that which exists between the epic composers and the amateur performers of the great rhapsodies, which we Americans have long since loved. That such a native dance is a matter of deep reality is made plain by the profound reaction upon all who behold. A folk dance is far from a thing to amuse or to entertain, or to make graceful those who crave novelty. A significant instinct keeps those who have the primal gift of the dance sincerely reluctant to come before strange companies. Let the imitation folk dancer try stepping the sod instead of the dancing floor, and discover what a vastly different set of coördinations is required, and then he or she will gain a little notion of the heroic muscling of the renowned morris-dancers, who, without losing step, passed from village to village along the highroad.

Over three thousand Hungarians celebrated Midsummer Day, August 2d, which date is arranged entirely to suit American

climate and conditions, and again there was play and sport, and the old games which combine pantomime with dance. It is a heroic and overwhelming fact that so many thousands, overworked, numbed with livelihood-getting and gnarled with physical and political burdens, still play, or seek the appearance of leisure and recreation—on one or barely two holidays which an American industrialism may not take away from them. Play is indeed freedom from economic pressure—and it is in his play that the soul of the immigrant grows to the more stately purposes of the land of the free, the home of the brave. And during our interviews these groups have with pride each in turn reminded the writer that certain of their national athletes won honors at the London Olympian Games. It is also noteworthy that the so-called American delegation to London alone comprised Anglo-Saxon, Teuton, Slav, Celt, Black Ethiopian and red Indian, while Finnish athletes refused to be classed as Russians and the Irish regretted having to be listed as British, upon an occasion which placed national prowess on record before all the world.

Again August 15th, less than a month ago, the Irish-Americans of Chicago celebrated the three hundredth anniversary of Yellow Ford, when Hugh O'Neill, the Prince of Ulster, routed the English in 1598. Just to hear an older Irishman tell the romantic story of this folk hero stirs to the uttermost one's vascular system. How must they who have inherited the patriotic fire and admiration for a dozen generations feel when they keep this holiday? Hugh O'Neill was held as a captive at the English court, but was raised to high honor and titles by the queen, and counted as a subject. At last his heart answered to his own people, and he returned to his Ulster tribesmen and led them on to victory against the English invaders August 10, 1598. And the following year Ballaghby was won. The commemoration of these two victories, together with Blessed Virgin Lady Day in Harvest, drew the United Irish Societies, the Irish Nationalists and the Clan-na-Gael to the green wood of Brands and other Chicago parks. The speeches were greeted with old Gaelic as well as United States English shouts, and overwhelming enthusiasm streamed from the multitudes,—not because the particular words were so stirring, but because this fervor of patriotism and nationalism had been held back to let forth on this great and appropriate day. One of these gatherings

was presided over by a brother of an Irish Parliament member, another was addressed by Hugh O'Neil, a direct descendant of the Ulster hero. Brands Park was the scene of one of the greatest jig and step-dancing contests ever held in this country. The competitors were James Coleman and John Ryan, masters of old-country step-dancing from Ireland; they held the boards until every drop of Gaelic blood rose up and joined in the rhythm. Now indeed the bed-rock of national sentiment was reached. The fineness of poise, the muscular precision, the purity and deftness of movement of these experts, can scarcely be described. Another program offered the Irish hornpipe, danced by two young girls, where again was to be noted as conspicuous the exactitude and yet abandon of the whole body, the rapid rhythm, and again the accompanying nodding, stepping, and clapping of hundreds throughout the audience. Nor was this enough, but there must be competitions between the dancing teams of St. Louis and Chicago, an athletic sport just being rediscovered by the teachers of men's gymnastics.

And so these unique freedom festivals with their enduring significance to great peoples are being transplanted one by one to American commons, and they continue to be celebrated by the tests of prowess, of physical freedom and the developing emulations of song, oratory, dance, and patriotic loyalty, for these are the credits which admit a people to the great battle royal of all times and tides—the contest for the survival of the fittest.

These are but brief glimpses of the festivals of the larger foreign groups which make up our international American city, merely indicating the historic or nature incident which lies fathoms deep in their group life. If there were time, it would be interesting to witness the crude pageant of the Sicilian colony, when the side-streets and alleys of our congested west side blossom out with lanterns and decorations, the venders of useless and gay novelties making their way through the holiday dressed crowds, all excited to the highest pitch of patois talk and gesture; or to go down Clark Street when the Chinese New Year's celebration is in full and picturesque swing, when every store front may be mistaken for a Joss temple, when all debts are cancelled and everybody's birthday is celebrated in one glorious natal day; or walk the endless labyrinth of the Jewish market into which Passover turns the streets and curbs of the

Ghetto, when every household must be purified and burnished; or the Lithuanian music festival, when a complete opera in the native language and music is rendered, in which hundreds of these high-minded ex-Slavs participate, when forgetting the Polish, Russian, and Prussian reins for a moment, they revive their folk-life in the heart of Chicago; or come out on Scotland's Day in August, when the Chicago Caledonians go with their families to the forests and fill the whole long midsummer day with folk games and dances and cricket, and merry dronings of the old, old bagpipe; or to Elliott's Park with the Svithoid Singing Society, to witness the initial outdoor performance of an historical drama of the period of fifteenth-century Swedish history. Then there are the Welsh folk to be noted, who with Chicago as a center have recently held their first great national *Estedfod* in our country. These are some of the higher pleasure forms growing out of the once crude and often unseemly picnic.

It is the annual Play Festival of Chicago which brings together on one city green, as it were, into one great concert program all these variously significant national games, dances, sports, physical and athletic accomplishments of her people, without money and without price. The participation is all voluntary and non-competitive, and group after group contributes its event with a democratic zest which bids fair to produce the most cosmopolitan festival (not exhibition) ever held in any time. Like Chicago, our entire nation may never reach homogeneity, but we have to-day the opportunity to preserve some of the finest traits of international life and to develop a higher variety of cosmopolitanism which may be claimed to be America's destiny.

Upon concluding the reading of her paper, Miss Hofer made the following extemporaneous remarks:

May I just say a word about the invitations to take part in these festivals? I have found that unless people are approached on the level that it relates to their national game, and it is presented with dignity, they are reluctant to take part, and I should feel that one of the purposes of my coming to-day would be to bring out rather more the classic quality of the folk dance as given by the individuals from the various countries, than the imitative folk dance as rendered by our American children. We only discovered it in America through friends,

what a wealth of it there is, and found how reluctant the people are to take part unless the dance is given with dignity, unless it is raised to something on the level of poetry and patriotism. You will find that the organized foreign groups, the singing societies, the Turners, will take part in the festival if they are approached on that more dignified and serious plane, rather than on the plane of anything that might seem to be amusing or philanthropic.

THE CHAIRMAN: I am sure that we all feel very much obliged to Miss Hofer for this very vivid picture of what has been done in Chicago. In Springfield, the other day, when we were preparing for this festival, last Fourth of July, having tried to get the foreign people, the adults, to interest themselves in these folk dances, we had some misgiving as to what we would be able to do with the children; but we succeeded in getting the children to take part in the Dutch dance, the Irish lilt, the Scottish reel; and through them next Fourth of July, when we want to call upon the older foreigners to take part, we are sure of their cordial coöperation. There was no mistake about the heart-hunger of these foreign people—foreigners, but now Americans—and we will do well, it seems to me, if we forget not that great heart-hunger which must be satisfied.

MR. WRIGHT: I did not expect to say anything when I came in here. I just strayed in. I did not even know there was such an institution as the Playground Association of America in existence. I thought I was alone some years ago in desiring the things that you are organized for, and it seems as though I met my destiny here. I am not going to talk long, but the talk about race and immigration has aroused within me a responsive chord. My father was born in Ireland; my mother was born in New York of Scotch parents. I married a Swedish girl. I have two children; they are cosmopolitan. I am a member of an organization that assimilates all nationalities within its membership. I do not want to drop a jarring note here, and I hesitate to say the word; but as the sect organized by Jesus of Nazareth in his day was despised, so the organization to which I belong has until recently been despised. It is now, however, gradually being tolerated. It is the national, the socialistic movement. (I see some heads drop.) I am a socialist.

Our fundamental principle is for the uniting of all the work-

ingmen of all countries. We are international; we recognize no sect, no race, no creed. We do not take anybody by the hand. We feel that wherever a child is born, it is not by accident; it had no choice in the matter. The child is not a foreigner to us.

The central thought of this playground association idea is the child. You are doing it all for the child. You are doing it for the child's development. I was a child brought up in that part of New York known as Hell's Kitchen. Those who have been trained under better conditions probably will smile at the idea. I had not the opportunities that most of you have had. When I played in the street, the policeman drove me off the street. I was in mortal fear, with the rest of the boys born in that section of New York. Our constant cry was, "Cheese it, the cop!" when we tried to give vent to that feeling, that desire for play, when we played tag and made just a little more noise than ordinary shouting.

I have heard several times here about opposition on the part of the Board of Education. Why should there be any opposition, opposition for the provision of those things that tend to develop all that is good in the child? Why should there be opposition?

Second General Conference

Tuesday Evening, September 8

MR. ROBERT W. de FOREST, Chairman

On Tuesday evening, prior to the opening of the General Conference, Dr. Henry S. Curtis, Secretary of the Playground Association of America, showed and explained a series of lantern slides of playground work in Washington, D. C.

Pictures of the playground system of Newark, N. J., were shown by Mr. William J. McKiernan.

Dr. Winthrop Talbot also illustrated his paper on "The School Camp" by slides; and Mr. C. B. J. Snyder, in connection with his paper, showed some photographs of New York City roof playgrounds.

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THE CHAIRMAN: A few years ago a fond parent who had successfully entered his son in one of our universities, very well known for its athletic superiority, paid his son a visit during the first freshman term. He said to him, "Well, Jack, how do you like college life?" "Fine, father", said the boy, "fine; it only lacks one thing to make it perfect." "Well, Jack, what is the thing that it lacks to make it perfect?" Jack replied that all the literary exercises should be abolished.

Now, I do not suppose that any of us here are in favor of abolishing all the literary exercises, whether at college or at school; but I venture to say that if the literary exercises had been abolished and if that young man had gone through his freshman and his sophomore years with nothing more than the education of fair sport, he would have learned a great deal that would have helped to fit him to become a useful member of the community. He would have learned that sport must be regulated by rule. He would have learned that there must be law. He would have learned what are the rules of the sports. He would have learned that failure to obey those rules means punishment. I do not mean corporal punishment, but I mean social ostracism, the kind of punishment that to a child or to a young man is very severe. He would have learned coöperation with others in his sports. He would have learned the secret of team play.

Now, coming to the younger boy or girl, I take it that it is the educational effect of play upon them which calls together such serious conferences as this. I say "the educational effect of play." I am not minimizing the effect of recreation and amusement. If there were nothing but recreation and amusement in it, most of us would be here; but I doubt if we should be here with such a serious point of view.

I have sometimes wondered whether we all realize what is meant by the term "fair play". "Fair play" is quite as much of a by-word as the President's "square deal". If you will think of fair play for a moment, you will begin to realize how much there is in that term. Fair play is the square deal applied to the business of childhood, and fair play means education of the child in what? He must realize that play, to be fair, must be regulated by some rule or rules. He gets his first sense of law from play. He will realize that those rules are to be observed; he gets his lesson in obedience to law. He will realize that punishment quick and sure comes from any infraction of that law; and I sometimes wish there could be as quick, as prompt, and as severe punishment, looking to reformation, to those who are unfair in business as comes down upon those who are unfair in play. I am mentioning only one of the educational functions of play which this conference is intended to emphasize and to the importance of which it is intended to call attention.

The first speaker of the evening will be Mr. C. B. J. Snyder, the well-known Superintendent of School Buildings of the Board of Education of the City of New York.

Mr. Snyder.

ROOF PLAYGROUNDS

Paper of Mr. C. B. J. Snyder

The use of roofs of buildings for pleasure and recreation is by no means modern; in fact, we have quite definite information dating back some four thousand years indicating a development of this idea to a point not as yet even approached by our modern structures.

The non-utilization of the protective covering of buildings in this country for the use of the people has been due, perhaps, to an abundance of open-air space on the ground, the presence

in large quantities of building materials permitting of a continuance of the type of buildings and roofs prevalent in northern Europe, from which the large majority of our people have originated, and also to climatic conditions.

The time has come when our environment is rapidly changing, and we are undoubtedly approaching a period in our larger cities when we shall, through precisely a similar set of circumstances, follow the examples set by the people of the East, and utilize to the fullest extent the roofs of our buildings for pleasure, recreation, household uses, and even business.

This change in conditions is due to the density of population with resultant high land values, the reduction in free outdoor space, the monopolization of the streets for traffic, and their unpleasant aspect, due to high buildings, and the rapid exhaustion of our lumber supply, necessitating other forms of construction.

There has been gradually developed a type of fireproof construction in which the laws of economics almost compel the formation of a flat roof.

Our climatic conditions are not as bad as we imagine, and outdoor life right here in our city is really a delight for by far the greater portion of the year.

With all of these facts before us it is easy to forecast the future extensive or almost universal use of roofs, and to realize the controlling influences that have led us to that point where we can view with some slight degree of thought the progress that has been made by different interests in bringing into use the roofs of buildings for, perhaps, other than a protection from the weather.

The first roof playground in this city of which I have any knowledge was that built by Father Drumgoole on the buildings of the Mission of the Immaculate Virgin in Lafayette Place, some twenty-five years ago. I think that its construction was due to lack of ground space for a play-yard.

It was to increase the area of the school-yard and to form an additional exit that prompted the acquisition by the Board of Education in 1892 of a lot 35 feet wide and 75 feet deep from the school premises of Public School 75, in Norfolk Street, out to Hester Street.

This area of about 1900 square feet was practically all the playground there was for some 1700 children, and in the endeavor

to solve this problem I proposed a two-story playground to cover the site, the first story level with the street for exit and an indoor play-yard, and the roof for an outdoor playground. Its construction met with the approval of the Board, but when completed it was not by any means used to its full capacity.

Not discouraged, I designed a second one for the roof of Public School 1, at Henry and Oliver Streets, where the cost of the plot had been very great and the demand for school accommodations so urgent that it was necessary to utilize almost the entire plot for the building.

Again the Board of Education gave its approval, with the addition of a brick elevator shaft to be used in future, should it be found wise to do so.

Following this were five others, all built notwithstanding the fact that the schools were making little or no use of these very playgrounds; in one instance the principal not even knowing of its existence until some of his teachers discovered it and prepared a tennis court. The use of the tennis court spread from the teachers to the pupils, thence to other games.

Gradually the roofs came into use, but it was not until early in 1902, when Hon. C. C. Burlingham was President of the Board of Education, that the subject was taken up seriously.

Objections had been raised because of the height from the street, necessitating much stair-climbing, which it was claimed was injurious to the boys, and particularly so to girls.

Mr. Burlingham consulted several people, among them being Dr. Louis Haupt, a physician of wide experience among the people of this portion of the city, and whose membership for years in the old Board of School Trustees, and later as a member of the Board of Education, rendered him, perhaps, the highest authority on the subject.

Dr. Haupt stated that "The fact that the girls and boys when they reach the roof romp and dance as long as opportunity is afforded, and are sorry when it is time to go home, does not look as if they were affected adversely."

Further, "It is very doubtful if one such climb would affect the heart, giving rise to heart strain; instead, it is rather a stimulant; the temporary increase of the heart's action caused by the climb gives rise to a slight increase of metabolism, and the feeling of exhilaration experienced is probably as much due to the flushing the body of effete matter, caused by the temporarily

increased metabolism, as it is to the breathing of the purer air on the roof.

"Of course, persons with very weak hearts or affected with serious valvular disease should not attempt to climb up the stairs. If such a climb should cause a heart strain, or more properly acute dilation of the heart, in a poorly nourished or 'run down' person, it is of very short duration (unless very often repeated) and soon passes away without any bad after-effects."

The extensive use of roof playgrounds was immediately encouraged. President Burlingham then took action toward the throwing open of the roofs to the mothers and children of the immediate neighborhood for both day and evening during the vacation period.

This was done, but the attendance was not very great until Dr. Haupt, in answer to an inquiry from President Burlingham as to what should be done, said that "the only way to get the people up on the roofs is to furnish them with music." This was done at once, and they were from that time forward crowded to their fullest capacity.

I presume that others will more fully indicate to how great an extent the educational work has been carried on and the full use to which such roof playgrounds may be put.

The illustrations show that all of the playgrounds on the roofs of the schools are covered with wire netting to prevent the throwing of balls or sticks over into the streets or yards, with the probability of serious injury to the people below. This necessitates some form of a support, those in our earlier schools taking the form of light trusses with intermediate supports resting on the columns below. Later, as the playgrounds were really appreciated, other forms of trusses were devised so as to permit a clear span for the sixty odd feet of the width of the building, but at no greater expense.

The elements entering into the cost which must be added to that of the construction of the building are, mainly, a paved roof surface; the carrying over to one side and out of the way of all flues which ordinarily go straight through the roof; the use of vault lights in place of skylights, when light is needed on the floor below; the erection of steel trusses and the covering thereof with wire mesh and the erection of additional stairways

and bulkheads. This cost varies from seventy cents to one dollar per square foot of roof surface.

The substitution of a rain or storm canopy of some permanent material in the place of the wire mesh will increase the cost from twenty cents to sixty-five cents per square foot, since it must be strong enough to bear the weight of snow.

This really adds another story, since it increases the height above the street of the real roof, which, since the thickness of the walls of a building are dependent principally on this height, may therefore necessitate an increased thickness if, by so doing, the limit set for the normal roof height be exceeded.

This leads naturally up to the statement that it is not at all possible to place covered roof playgrounds on all buildings, even though they be fireproof, without considerable expense, while for old non-fireproof buildings it is practically impossible to form any playground without increasing the cost to a point which would be almost prohibitive.

At the suggestion of Dr. Gulick I have worked out the roof playground idea as applied to an armory. From a constructional standpoint the idea is perfectly feasible, but the forbidding aspect of our armories seems to be so traditional that I have not departed therefrom, and in so doing have perhaps not illustrated the possibilities of the scheme as clearly as is desirable.

The conditions are nearly ideal for the obtaining of an immense open area, approximating that of a city block, which can be used by the regiment for outdoor drills and games or by the people for music, concerts, and pleasure, and by the children for recreation.

Situated as it would be above the house-tops, there would be little or no annoyance to the neighborhood, stairways, and elevator service being provided independent of the armory, or so arranged as to be used exclusively therefor when found desirable.

The illustrations show that the roof playground idea in various forms is in quite extensive use in private schools, churches, institutions, and even in tenements, which indeed are model.

In conclusion, permit me to say that while we have dealt with the subject of roof playgrounds almost exclusively, yet I believe the time to be not far distant when the possibility of the use of the roof of the private house for the use of the family or of public buildings for the people will be as much appreciated as by those of thousands of years ago.

THE CHAIRMAN: The next paper will deal with "What the Playground Can do for Girls," and will be presented by Miss Beulah Kennard, the President of the Playground Association of Pittsburg, Pa.

Miss Beulah Kennard.

WHAT THE PLAYGROUND CAN DO FOR GIRLS

PAPER OF MISS BEULAH KENNARD

The playground as we now understand it may be defined as a system of social education essential to the proper development of the children of to-day, supplying for them what they have lost through changes in home and school environment, and becoming, if it is a well-organized playground, an important factor in making them happy and useful members of society. It matters not whether the playground is a part of the school system or is operated independently; it has these characteristics and possibilities, and we are beginning to realize that we have grasped the big end of a very big undertaking. In spite of our efforts to keep up with the playground idea, it is constantly surprising us with new problems in a wider field. We have met the boy and he is ours. Although we cannot supply all that is lacking in his home and school, he knows that we are doing our best, and he comes to the playground with an open mind, eager to attempt anything that looks interesting, no matter how new or how hard it may be. Why have we not been equally successful with the girl? If the girls are everywhere our weak point, as Mr. Joseph Lee said some years ago, which is at fault—the girls or the playground, and what can we do about it?

Our girls are certainly more difficult to reach than boys. They have no need to work off steam in play because their physical condition is almost always below normal, and they often have cares which burden their childish souls and take away all desire for play. We have counted thirty-six babies among the hundred and fifty children on a girl's playground. To the initiated that meant a corresponding number of sister mothers, about one-fourth of all the girls, who could not play

at all unless we started a sort of coöperative day nursery for their spoiled charges.

Unless she is very little, the playground girl thinks it improper or ungraceful to run and jump. Her nearest approach to activity is swaying in the basket swing, which is about as exciting as a rocking-chair.

The playground could do so much for these girls. They are sure to have less time to play than their brothers, as well as less inclination and greater need. Their free hours should be treasured and used to the best advantage, while nothing should divert us from our purpose to secure for them the greater possible enjoyment and the most symmetrical development. We should multiply attractions and devise new and fascinating games that we may beguile them into youth. At present the best playgrounds fill their office but lamely.

We have often had to bribe girls with sewing in order to entice them to enter our enchanted play castle, but the time for sewing has always been strictly limited, and no offense met with such stern disapproval as the lengthening of the sewing hour. However, this limitation is but a negative virtue on our part. The craving for sewing is so nearly universal that it must arise in a normal primitive instinct for industry, and that instinct cannot be thwarted without injury to the girl. We would let her sew if our objection rested on a theory of play alone. A more serious physical and psychological objection is in the size of the tool used in sewing. Tools form a very important part of the play equipment of the boy. According to his natural instinct and the best pedagogy, he begins with tools requiring only the use of his larger muscles, gradually substituting more delicate tools as he acquires skill and dexterity. The favorite and often the only tool given to girls of seven or eight years is a cambric needle. Yet we wonder that motor memories begin to decrease among females between ten and eleven! At the same age they increase among males. Having observed the sitting position in nearly all of her occupations, and the decline in running plays after the age of nine, we still say that the subsequent phenomenon is due to a difference in sex.

It is time for us to study the social inheritance and the environment of our boys and girls before generalizing about these secondary differences in sex. The woman's gifts to civilization have been many. The field of her earlier occupation

was wide and in manufacture her artistic touch was sure. Who that has seen the basketry or the pottery of those early women, with its originality of design and exact reproduction of conventionalized forms, can doubt her power? It has been authoritatively stated that when women invented basketry they made art possible, and again that the whole body of decoration that has come out of the textile industry originated in a woman's brain. When manufacture was commercialized, it became a man's business. Both the product and the women have thereby suffered somewhat in quality. The instinct for creating is still in the girl, but more or less perverted by utilitarian standards. If she is willing to work, we ask for immediate practical returns from her labor. The playground, which is concerned in the making of men and women rather than of things, should turn this primitive instinct into channels in which it will develop the girl instead of causing arrested development. Here is the place for primitive industries, weaving, basketry, pottery, embroidery, and the lighter forms of woodwork, which all have educational value and yet may be essentially play interests, as they were to the primitive girl. Since the advent of machinery women have lost instead of gaining in creative imagination. On the industrial side their training is far narrower than it used to be. If we would restore to art the dignified feminine grace of the early women's handicrafts, we must enrich and lengthen the youth of our women in order that they may have complete development.

The great need which the girl brings to the playground is the need for a longer childhood, with time and material for growth. President Hall has said of women that "At their best they never outgrow adolescence as men do, but linger in, magnify, and glorify this culminating stage of life, with its all-sided interests, its convertibility of emotion, its enthusiasm and zest for all that is good, dutiful, true, and heroic." Evidently Peter Pan is the normal feminine type, charming, illusive, with much convertibility of emotion and zest for the true, the good, and the beautiful, but, if we read youth aright, without stability or sound judgment or the perfection of ripe maturity.

We have long wished to know what was the matter with us, and this authoritative diagnosis is most illuminating and satisfactory, if not pleasing to our vanity. It is true that our deficiencies and many of our troubles are caused by our never

growing up. No Rabbi ben Ezra can say to a woman, "Grow old along with me, the best is yet to be," for she cannot do it. Her culminating stage of life is in the past. As Dr. Hall defines the perpetual adolescence of women it sounds rather attractive, as if he had said, "Women never grow old." If we could believe that, we should be perfectly happy, for none of us wants to grow old. But unfortunately other psychologists as well as our own observation forbid us to understand it so. Girls and women under ordinary circumstances grow old faster than boys and men. At puberty girls are only a year in advance, but the difference steadily increases unless checked by an unusual development on her part. The obvious cause of the youthfulness of certain women of our leisure class is their freedom from labor or care of any kind. Among the poor both sexes age fast, yet the women keep well in advance. Arrested development and early senility accompany each other, so that there is no contradiction in the apparent youth and real age of women. Havelock Ellis says plainly that women show signs of arrested development in adolescence, the greater youthfulness of physical type being a radical characteristic, and the proportions of women tending to approximate those of small men and children. Among primitive peoples, on the contrary, the height of the women was often ninety per cent. of that of men. The early aging of women is sometimes pathetically and unconsciously admitted by themselves, as in the case of two women who were lying in adjoining rooms of a New York hospital. Each was recovering from a painful operation, and during the long convalescence they became much interested in each other. One was a city woman of education and refinement, and she frequently sent flowers and messages to the country villager on the other side of the thin board partition. It was the country woman's good fortune to recover first. She came to say good-by to the dainty little creature who had helped to make her loneliness more endurable, and exclaimed: "You look just as I expected you to! I have been lying there wondering how you looked, because you were the only woman I ever knew who was always laughing. You laughed when your husband came in and when he went out. You laughed with your daughter and with your nurse. Sometimes you scolded, but you always laughed at the end. I did not think that women who were grown up and married could laugh, but now I am going home to learn to laugh myself."

Among the poor the art of play is so early lost and forgotten by girls that the members of working-women's clubs have very little idea of amusing themselves. They are not self-governing, but depend almost entirely upon the initiative and wit of the leader, while men's clubs in the same districts require only a meeting-place. Leaders of these women's clubs find childish games the most successful and debates must be fitted to a pathetically childlike intelligence. One club in this city took as a topic for discussion, "How long after the hair is out of curl papers is it becoming?"

The games which girls do play without direction cannot be called social games in any proper sense. Ring games, such as the Farmer in the Dell, which might be taken to represent the disintegrated family, King William, Little Sally Waters, Round and Round the Village, and the others which are favorites among girls have no organization beyond the choice of a partner, and no team spirit. Nearly all of them have a sickly sentimental tone which does not make for childish unconsciousness. If we can judiciously and carefully substitute for these frayed remnants of an essentially pernicious system of girls' games the wholesome fun of Jacob and Ruth or Three Deep, dancing games like Killie Ma Krankie, and the long list of folk dances, and especially team games from the simple "Gathering Nuts in May" to Prisoner's Base and basket ball, we shall have opened to the girl a new world, in which she feels herself a new creature, no longer passive and subjective, but acting with others in an orderly scheme of things, and she will be far better for having somewhat less "convertibility of emotion".

Dr. Gulick calls the plays of adolescence socialistic, demanding courage, self-control, endurance, bravery, loyalty, and enthusiasm. They are most of them team games, in which the individual is more or less sacrificed for the good of the whole, with obedience to a captain and coöperation among all the members. But the girls, who are deficient in the idea of organization and team spirit, as well as in some of the other "heathen" virtues, cease to play during these years, and so miss the advantage of that marvelously complete system of social education.

We need not wonder that the high soul of youth rebels. Not lack of womanly qualities, but the lack of an adequate womanly ideal, causes so many of our young girls to wish that they were men.

A well-organized playground with its varied and spontaneous social activities may be the school of a woman who shall in the present order fill the place of her prehistoric grandmother whose works do follow her. First, the playground will free and strengthen her body. Carmen Sylva notices that "the women of the present day all wish to become Amazons because they have found that they are bringing too weak a race into the world." She says, "They call it sport, but in reality it is the instinct of self-preservation and motherhood, a realization of the fact that the coming race must be hardier if it is to meet life and its conditions successfully."

The playground will free her mind from false notions, sentimentality, and foolish traditions by giving it poise, self-control, and a healthy tone. In all discussions of the peculiar dangers of adolescence much has been said of the necessity for boys to have an outlet for their nervous energy in order to avoid pathological conditions. Unfortunately, the dangers of girls have not been so clearly seen, because girls are more passive and more secretive. Would that the chivalrous opinion of Jacob Riis, that "all girls are good," were according to fact. Only those familiar with girls in reformatory institutions have a just idea of the amount of uncleanness of mind and sometimes of body that is found among them. The vicious and depraved are rare, but the girl filled with morbid curiosity and open to unhealthy suggestions is far too common. Another class is pure-minded but weak, and so lacking in self-control as to become the easy prey to stronger natures. A large number of perfectly good girls show an excessive sentimental development. They are overfond of fiction, dissatisfied with life, often petulant and depressed. But all the cobwebbed corners of their minds are swept clear by the invigorating air of the playground. I have seen a girl almost transformed by a season of basket ball and tennis. She was not only brighter and happier, but more truly womanly. The playground can have no more vital or important mission than the substitution of healthful, bracing, character-building play for the idleness and enervating amusements of these future mothers of sons. When we have a race of women pure-hearted, large-hearted, and brave, we shall not need to be concerned about the social evil.

In the girl's general development the playground is a school for initiative and organization, strengthening all the qualities

in which she is naturally weak, but its greatest gift to her will be breadth of view, enlarging her horizon to include those outside of her class or clan, and begetting in her the social consciousness which alone makes the individual life complete.

There is a woman in our city to-day whom we have made and are still making in our tenements, factories, and sweatshops, who is the lasting shame of our modern industrial system. Her sculptured type is Michael Angelo's "Night", that lies in San Lorenzo, a woman with sad, undeveloped features, the spirit shining dimly as through a veil. Chained to her destiny she lies, prostrate, stricken, and dumb. We cannot bear the burden of this woman unless we place beside her the vision of the larger, freer, nobler woman that is to be. Shall we inquire of the Greeks, who saw the ideal woman, though they did not make her? Shall our vision be the Venus of Milos standing in her maternal dignity and absolute repose, to whose skirts little children may safely cling; or shall it be the Winged Victory in her swift progress, whose strong, firm feet are on the earth, but whose splendid wings are for the upper air?

THE CHAIRMAN: Mr. William J. McKiernan, Secretary of the Board of Playground Commissioners in Newark, N. J., will read the next paper, on "The Intelligent Operation of Playgrounds."

THE INTLELIGENT OPERATION OF PLAYGROUNDS

PAPER OF MR. WILLIAM J. MCKIERNAN

In our little army of playground workers throughout the United States we have many hard-working men and women who are attacking the problem in a practical, hard-headed way, and, while they are laboring at the tasks before them, never lose sight of the high ideals all their labors point to, and in their secret hearts they may have dreams of idealistic playgrounds, but their ideals and their dreams do not interfere with the practical problems to be solved in their daily work before the ideals can be accomplished or their dreams come true.

Any one who has made a study of the playground movement must admit that the very best of our recreation places are far from being all that they should be. While the movement has apparently made rapid strides forward in the last few years, it cannot be said to have progressed far beyond the embryonic stage. We who are flattering ourselves that we have accomplished things, that we are daily making new achievements, must realize that the possibilities of the system are so stupendous, its ramifications so innumerable, that he would be declared a rainbow-chaser, a prophet of the millennium, if he would proclaim at this time what the future of the playground movement will be. If one were to say now that it will in time become the organized training-ground for future citizenship, that through it will be accomplished reforms in all that is antiquated in our complacently senile pedagogic system, if he would assert that many of the civic, social, and sanitary reforms we are striving for in the cities will be made possible through the playgrounds of the future, he would indeed be set down as a dreamer of dreams.

One of the greatest obstacles in the way of intelligent operation of our playgrounds is the presence in the movement of inefficient—and I am employing the mildest term I can think of to describe them, inefficient—men and women. The playground movement is an attractive candle to the moths who are always seeking a livelihood along the lines of least resistance. It is an alluring field for the parasites, the fakers, charlatans, and the men who have made a failure in their earlier professions. There are many of them in the movement to-day, and I suppose there will always be more or less of them in it until we establish some hard and fast standards for admission into the work. I have met with a great many of these molluscs in social work, and wherever you see a playground system, a social settlement, boys' club, or other institution of like nature unsuccessful, you can make up your mind that its failure or non-success—for it is very hard to make an absolute failure of any institutional work—is due to inefficient men or women in control. I would like to go into detail in describing some of these molluscs that impede our playground movement, for I have met some of them, and I am not speaking of those in my own city alone; we have them there, just as you have here in New York and elsewhere.

Playground work to be successful calls for untiring labor

and unbounded enthusiasm. These qualities must be apparent to inspire the young people to higher and better things. The fakers and the charlatans who find their way into the playground movement do more harm than good. They are usually the kind who are in their element when they are cackling about sociology at women's clubs, pink teas, sewing circles, etc. They are the kind of social workers, unfortunately too prevalent, who view the people of the tenements from lofty social pinnacles; they play at being Lords and Ladies Bountiful toward the very people who provide them a means of easy living; they are the kind who go into the poorer districts and make the astounding discoveries that tenement dwellers are most irregular in the matter of baths; and that napkins and manicuring are unknown. They are very fond of the term "slums"; and let me say right here, whenever you hear that expression employed, you may know that the one who uses it has no real sympathy for the work. It is a caddish term and is proof certain that the man or woman who makes use of it has no sense of personal obligation or understands the people he is supposed to be working for.

We want honest, sincere workers. It is no criterion of usefulness to proclaim that you love children; the man or woman would be abnormal who did not love children. It is the easiest thing in the world to love and work for neat, pretty, mannerly children, but the real test is to be able to show affection for dirty, scorbutic, ragged, and filthy youngsters; for the crude and uncouth, for the noisy, impudent foul-mouthed ones who have had a false start in life, with everything against them and nothing in their favor but that invisible little white soul caged in sometimes in most repellent exteriors. After all is said and done, our real work is for soul expansion—to give the hampered, restricted little soul a chance to grow. We speak of the work tending for the making of good citizens, of better men and women, but the basic principle is that of soul expansion; and it is to reach that soul that we must have men and women who are not so fastidious that they will shudder when some scrofulous, filthy little body brushes against them.

I have not mentioned the politician and the politician's friend among the undesirables in playground work because he is so obviously a *persona non grata* that it would hardly be necessary to call attention to his existence, were it not for the fact that in some of our cities the playground is nothing more or

less than the plaything of the politician. We have been able to keep the political henchmen out of the Newark city playgrounds up to the present because the board has but three members, and two being a majority of three, they have been successful in withstanding the onslaughts and temptations of those who would divert all civic things into their own putrid channels. We have an example of it in our home city in the management of the city camp, a summer outing place at the shore that has been the plaything of politicians since its establishment. The story of its gross mismanagement is yet to be told in full. I understand that a paper is to be read here about the camp; perhaps the story will be told then—perhaps it will not.

You cannot inculcate high ideals, you cannot develop principles of good citizenship among the boys of the playgrounds if your men in charge are the henchmen of local politicians. Youngsters are wonderfully sagacious in their way, and if they see a man they know—and they are quick to find out—if they see a man they know to be an active political worker in charge of the playground, he becomes their ideal—he is what they have to look up to as representative of best citizenship. If the man happens to be a ballot-box stuffer, it naturally follows that the youthful ideal of a first-class citizen is one who can do likewise, and thus obtain a nice fat sinecure for doing it. I have been told time and again by playground officials who depend upon city appropriations for the maintenance of their grounds that it is necessary to make concessions to the politicians at times to get the necessary money. My invariable answer has been that no playground at all is better than one that is going to be the training-ground for corrupt politics and a school for the debasement of civic ideals.

This attitude has retarded the growth of the playground movement in Newark, but only for a time. We have interested a large number of high-minded men and women in our work, who have noted what we have accomplished in the face of opposition, and they are ready to come forward to help us. They will do this by demanding the establishment of more playgrounds and by insisting that they be intelligently conducted. Every community has its quota of men and women filled with civic pride who can be depended upon to lend their moral support and active work along these lines. Every city where the playgrounds are supported by the city treasury

should have its auxiliary association to see that the playgrounds and recreation places are properly operated. With supervision of this kind, the politician, if he cannot be altogether eliminated, can at least be held in something like subjection.

I have given so much attention to the character of the people to be employed for the successful operation of playgrounds because if you have not the right kind of employees, you cannot obtain the right results. I might summarize and dismiss the subject by saying, get men and women who are in sincere sympathy with the work; avoid employing moths and molluscs; get red-blooded men and women who are capable of understanding human nature in its crude forms and primitive conditions; keep off the sociological fakers, for "the woods are full of them"—have nothing to do with the men and women who have made a failure of their life-work and are looking for "soft snaps". Keep off your sissified men and vinegar-visaged spinsters. A college diploma does not make a good playground worker. One of the most successful workers I know of uses shockingly bad grammar, but he was brought up in the tenements and knows the subject at first hand. Your supercilious college man and your patronizing woman with a diploma can never prove as effective workers as those who know tenement conditions at first hand. The work of the Turners throughout the United States proves this.

With efficient men and women for the work, the next essential is your playground organization. With organization on your grounds all things are possible. By organization I mean the marshalling of your forces on the recreation places to get from them and through them work, labor, administrative and, if necessary, clerical work. Your playgrounds may lack funds for equipment and salaries for a large staff of helpers, but if you have playground organization you will be surprised to find how many willing hands and hearts there will be at your service. I am not theorizing now, I am speaking from practical experience with organization of young people into working forces. I tried it out some years ago in a boys' club. We did not have money enough to pay a superintendent, and it looked for a time as if the club would have to be abandoned. Then the organization plan was tried—we established a city government in the club—that club grew to a membership of more than a thousand boys, ranging in ages from twelve to twenty-three years. Through our

self-government plan a club-house of three floors, with an average attendance of two hundred to four hundred was operated successfully without any one receiving a salary except the janitor. Later on, when the self-government plan was abandoned, a superintendent was employed at $1500 a year; he immediately eliminated the big boys, the working boys, whom the club had helped so much, and confined his attention to school-children. It was the old story of earning a salary along the lines of least resistance. While the self-government plan was in operation the club accomplished wonders, but it required the constant supervision of a mature mind.

You cannot expect juveniles to conduct governmental affairs successfully unless you give a guiding hand and are ready with suggestions. And right here let me warn you against the other extreme—that is, of going through the form of having an election, dictating the officers to be nominated, and afterward playing an arbitrary part in the government's affairs. Failure will be yours if you do that. You may have to make several self-government experiments before you succeed in getting your government properly established. That was our experience in the early days of the boys' club, and that experience was a valuable asset when we started our playground city government. Like many other playground starts, ours in Newark was made under hampered restrictions.

Only a small, inadequate sum was at our command, and the operation of a playground as we designed it would be out of the question; of course, we might have gone about it with a pretense and opened a playground for a few days in the year, and then flattered ourselves we were doing our duty to the little people of the tenements. I had seen so much of these make-believe playgrounds open for a few hours a day, a few days in the year, that I determined never to offer a slice when the whole loaf was at hand. When we took possession of our first playground, it was a plot that had been used for years as a dump for old junk. When the contractors turned it over to us, the junk had been removed, but all we had was a mud-hole. We did not have the money to pay for having the ground properly graded, but it was our playground and we had to make the most of it. We started our organization there in a small way. First a notice was posted announcing that the playground was there for the benefit of the neighborhood, and if the people, young

and old, wished it to be continued there, it remained with them to take care of it, for it was their property. That fact was emphasized in every way possible—that the property was their own, and as owners it was their duty to look after it. All public property *does* belong to the people, you know, but they do not always seem to remember that fact.

The people in the neighborhood of our first playground took the matter seriously and acted accordingly. The district had the reputation of being one of the worst in the city, but we found much that was good there. The people accepted the responsibility placed upon them and from the start helped us. The elders assisted us in the preservation of order and volunteered their manual labor in aiding to put the ground in good shape. We organized a police and sanitary squad among the boys and girls, who did the work of salaried caretakers. We opened the ground last October, and there were many big boys and men out of work whom we allowed on the grounds. Most grounds, you know, are exclusively for school-children; our grounds are for all the people. The big fellows and the men appreciated what was being done, and cheerfully lent their services whenever asked, and most times without being asked. They borrowed wheelbarrows and brought their own picks and shovels and went among the shops of the district asking for ashes. This was used for the filling in and grading of the grounds. The work was kept up throughout the winter. Every day there would be willing hands helping us in the work of grading and filling. In this way work, representing a saving to the city of five hundred dollars, was done.

There were two warring gangs in the neighborhood; they came together, and for the first time in years the neighborhood and the police found rest, for the gang spirit was broken through their association on the playground. One man and a boy helper operated the playground all winter; it was made possible through the organization effected among those who used the playgrounds. On our second city playground, opened May 1, 1908, the organization is even more effective, the system more elaborate, and the ramifications so extensive that it would be impossible in the brief time allowed me to explain it in all its details. Suffice to say that we have there a complete miniature city government. The officers were elected in exactly the manner prescribed by the laws of New Jersey for city elec-

tions. I need not point out the obvious lessons in civics and good citizenship all this implies.

We have a mayor, common council, police department, health department, fire, playground, shade tree, library and other commissioners. The boys and girls who constitute these officers do their work so effectively that we are able to operate a playground where the daily attendance averages more than one thousand with one man and two young assistants. During the school vacation we have had a woman teacher added to our working force. Visitors who have seen the ground declare it to be a model of all that a small playground in a congested neighborhood should be. We had two outings where there were more than five thousand children present, and that great crowd was cared for by our juvenile police force.

We had a field day for which we issued seven thousand tickets, and our juvenile police force took care of the crowds. We keep our playgrounds clear of rubbish through a juvenile sanitary department; our outdoor library is looked after by boy and girl librarians; playground games and contests are in charge of boys and girls appointed for the work. Wand drills, dumb-bell and Indian club exercises, after the preliminary instructions by the salaried instructors, are afterward conducted by class leaders selected from the most efficient of the young people. After working hours we allow the young toilers of the shops and mills on the grounds and give them sections for their own use, and they are subject to the rules of the playground city government, just as the school children are.

All this seems to be easy of accomplishment in the telling of it, and it is, after you have your organization perfected. Let me impress upon any one who may contemplate following this example to bear in mind certain important facts. To make your self-government plans effective you must exercise constant supervision, but it must be of the invisible, intangible kind. Suggestion to the juvenile officers is better than dictation, and example is more impressive than commands. The incentive to work must always be there, and that incentive ought to be changed from time to time.

The honor of holding an office soon wears off, and the constant performance of duty becomes irksome to young people unless the inducement to keep on is ever before them. Badges of office play a conspicuous part in this work. Children love

to wear medals of honor. Thus, a boy will want a badge; he is not elected or appointed officially; he is told that to win a badge he must begin on the sanitary department; that is, he must patrol the grounds, picking up the odds and ends of refuse dropped by children. After he has proved his worthiness by several days' work, he is given a position and badge of the sanitary department. That leads to promotion to the police department. The police not only report infractions of playground rules and otherwise preserve order, but also act as caretakers of the teeters, giant strides, chutes, and attend to the distribution of games, etc.

One of the most eagerly sought-for offices is that in the fire department or shade tree commission. These officials have the ineffable privilege of using the hose for watering the few trees outside the playgrounds,—we planted them on last Arbor Day,—and also of wetting down the playground twice a day; also of giving boys shower-baths with the hose on very warm days. Any one who has ever seen the combination of a boy and a garden hose can understand the felicity that is his. The girls share in all these offices except that of handling the hose. Another way to incite your young officials to keep up the pace is to honor them on all occasions possible; if a distinguished visitor comes along, it tickles a young official to be singled out for introduction and a few words of commendation. Then place responsibility on the young shoulders whenever possible, make them feel that you have implicit faith in their ability and trustworthiness; it will develop imitation in a youngster and bring out all that is best in him. I have seen some wonderful growths of character in this way.

Arrange outings, picnics, visits to moving picture shows, theaters, and give the preference to your best workers. Let your young officials take charge of these outings and apparently have the entire responsibility on their shoulders. They will respond quickly, and while you are there to see that things are carried out properly, make it appear that you, too, are under the supervision of your appointed official. Organization removes racial barriers, breaks through religious prejudices, inculcates the fraternal spirit, and tends to a general social and moral uplift. I wish to point out that with organization you will be able to get better results out of your playgrounds, and if you are hampered in your work through lack of sufficient funds, as so many

of us are, you will be able to make your small sums go much further with a little army of volunteer workers at your back. In this way a playground ordinarily opened only in the vacation months could be kept open all the days of the year. Children do not hibernate, and the possibilities of winter work on playgrounds are almost as numerous as in summer.

I have said nothing about games and apparatus to be employed in the intelligent operation of playgrounds because there are others who will discuss that feature of our work during the sessions of this congress. Elaborate apparatus and expensive mechanical devices for the entertainment of playground patrons are desirable additions, but not at all essential. There are games without end which the intelligent playground worker can use. The important thing is to have variety and employ those which will tend to the development of initiative and for the expansion of the individual. One of the old-world games I have found to attain immediate and lasting popularity with young America is the Italian ball game variously known as Bocci Balle and Ballina.

Your efficient worker will be alert to discover among the foreign-born of his neighborhood some of the simple games of the old world and introduce them on the playgrounds. We have had some old-world dances and folk songs taught American-born children by foreign-born which attained immediate popularity. Some of the old-world dances were taught on our grounds to the accompaniment of accordions, mouth harmonicas, and tin whistles. Every tenement neighborhood has in it men who have been to sea and learned the art of splicing rope. Boys take to it readily for instruction and amusement, and incidentally we have been able to employ the acquirement when the ropes of the playground swings required renewal or resplicing.

Another thing for the intelligent operation of recreation places—have as few restrictions as possible; avoid *Don'ts*. The lives of the children of the tenements are full of *Don'ts*. City ordinances and State enactments are becoming more numerous, all full of *Don'ts* for our young people. If you must have rules, make them begin with *Do*.

Get in close touch with the people of your neighborhood; let it be known by your acts that you are in sympathy with the people you are working with, and they will come to you in time of trouble, and let it be your duty to help them at all times.

Help boys and girls to employment. If you learn of any one who has been defrauded by an employer—and the instances are frequent—interest some lawyer. Make it emphatic that you are ready at all times to go to the assistance of any boy who falls in the hands of the police. When you have helped a few out of scrapes, you will be surprised to see how much easier your work on the playground will become.

While I am on the subject of police, I want to impress upon all who hear me one fact—and that is: the presence of a policeman detailed to a playground is a certain sign that the one in charge of the ground is incompetent. Uniformed police should be kept away from all playgrounds. No playground officer who understands his or her duty will ever cause the arrest of a minor unless it be for some crime of an extraordinary kind. Along this same line I might mention that playground officers should become an integral part of our truancy and parole and factory inspection systems. I expect at our next congress to be able to report some legislative enactments along these lines. Keep police officers away from your playgrounds. Their presence indicates incapable custodians, inefficient administration, and lack of playground organization. Never cause the arrest of a minor except for some heinous offense. Even then try some other means.

The subject assigned me offers such wide scope for argument that it is impossible to do more than hint at the things necessary to the intelligent operation of playgrounds.

I can only recapitulate briefly the essential points: First, get efficient workers, eliminate the fakers, molluscs, and politicians; organize your young people to develop them into thinking men and women, into good citizens. I failed to mention as an important factor in organization to have frequent patriotic exercises; let no holiday go by unobserved, and if possible have a daily flag-raising and lowering; through this organization you not only bring out the best in the individual, but you help the playground movement by having many volunteer workers.

Make your playground the center of neighborhood interests. Help the people, young and old, whenever you can; try to help them even when you know you cannot. Make some arrangement with the police courts for special favor for playground culprits, and work for a combination of the interests with officials representing the truancy and factory inspection.

Work for the centralization of playground interests. In many of our cities the playground movement is divided among the city, school, park departments, and some civic organizations.

Much valuable energy is wasted by this scattering of forces that have but one object, and that is the common good. There should be a combination of all playground interests in our cities, and this should include bath-houses, city camps, and recreation centers. It will take time to bring about this happy condition, but we have made so much progress throughout the United States in the last few years in our playground movement that anything and everything seems possible for the future.

The Chairman: Dr. Winthrop Talbot: "The School Camp."

Dr. Talbot delivered a most interesting paper, of which, however, he did not submit a copy for publication.

Owing to the lateness of the hour, Mr. Howard Bradstreet did not read his paper on "The Need of a Play Organizer," but it is here presented.

THE NEED OF A PLAY ORGANIZER

Paper of Mr. Howard Bradstreet

The need of a play organizer is founded on the same argument as that upon which the playground itself rests. It is not based upon a fad, nor the kindly desire to provide positions for an especially equipped class, any more than the playground has for its basis a concerted action to sell real estate to the city under a popular and plausible guise.

The introduction of the playground is the logical and sensible method of helping to relieve childhood from the flat-head Indian treatment to which civilization has unwittingly but inexorably submitted it—a treatment all the more harmful for being psychical rather than physical, *en masse* rather than individual.

It is the recognition of child life, its importance to the community, and its true nature as studied at first hand, upon which the playground rests its claim for consideration—a claim estab-

lished in theory and a theory verified in practice. The need of the play organizer is based likewise upon the same rock-like foundation of observation and experiment.

There is no topic upon which people in general feel freer to pass observations than upon child life—and no topic upon which a larger percentage of observations are worthless. For although every one has passed personally through the period of childhood, he has done so but once, and of that experience retains a memory corroded or glorified by the passage of years.

The value of observation depends upon the number of cases observed, and to accept in the treatment of childhood the dictum of a man engrossed in cares and responsibilities of an unromantic world, based upon the fancied remembrance of early days, would be as futile as to accept the view of a physician who had observed the symptoms of none other than himself.

There are those whose daily life takes them into the ways of the child—either in school room, or court room, or institution, or the open air—and not of the one child but the many, and it is from such as these observers who know the child as the hunter his game, that the demand for the playground comes, and that upon the playground shall be the play organizer.

It is by them that the experiment has been so repeatedly made that it is no longer an experiment, but a verified conclusion, that for the best results to the child and for the largest use of the ground an organizer is essential.

There are two widely different aspects in which the playground may be regarded—the mechanical and the vital; the first regarding it as a negative and impassive, the second as a positive and active, element in the community.

Very generally, the cities of the country now see that no rational provision has been made heretofore for their children, that they have been left to the chance lot or to the street, and an aroused and enlightened conscience no longer makes necessary the argument and agitation of early days to secure action in setting aside places for the play of children. Having equipped them with swings, see-saws, poles, ladders, rings, and bars, according to the spirit of liberality and the length of the purse, a keeper for the place is provided, and the whole thrown open for the children to enjoy with profit to themselves and relief to the community.

The nature of the keeper and his qualifications may vary

according to the dominant factor in the body providing the grounds. It may be a young political follower, an old Grand Army veteran, a woman of quality reduced in circumstances, or a college girl with a yearning to do good. He or she may or may not have an acquaintance with children, but if this person can see that patriotism is developed by saluting the flag with unfailing regularity, that the swings are kept greased, that the boys do not invade the territory of the girls, that girls do not "pump" on the swings, that rebellions are subdued, that invasions of older youths are repelled, that the grounds close promptly,—the community is filled with a soothing satisfaction that it has a good playground, well equipped, and an excellent caretaker. If such a ground be in the densely crowded section, there will be a crowd swinging, climbing, running in and out with a gratifying spontaneity, while in a less densely crowded district, the absence of children is explained by the hot weather, while eyes are kept closed to the vigorous games in process in the street near by at the same time.

Such a playground is not altogether unknown, and is the product of those Olympian ideas of childhood which see in things and space the only gratification of childhood's needs.

The second attitude toward the playground begins at the other end. It is not so much concerned in soothing the conscience of the community as in caring for the child. It begins its study with the child and ends it with the child, or would do so, did not the study of the child lead it out into the study of the needs of those past childhood, but who still retain instincts and impulses for recreation and enjoyment just as necessary for the welfare of the community to be gratified as those of children.

Its advocates see in the playground a vital, active, and positive force in the community life, and insist that equipment and keeper should contribute to the realization of that ideal.

They know that apparatus alone cannot compete in interest successfully with the simple toys of the street, nor with the group games as played with the added zest furnished by the ever-shifting setting of the highway.

They know and have experienced how lack of direction leads to over-exercise by those least needing it, and under-exercise by those who need it most, that the law is "might makes right," and to the strong belongs the swing. But more than this they

know the danger to society of the youth trained in the individualism and irresponsibility of undirected play.

It may be the function of the school to teach responsibility and coöperative effort, but it is for the playground to practise it.

They know that so far as any moral effect upon youth is concerned, bars, posts, and swings are neutral, that where a successful school of crime is organized a personality is at its center who skillfully draws out the evil and benumbs the good, turning loose upon society a product successfully trained to prey upon it, that if the good is to be brought out and the evil benumbed, a personality is equally necessary, and must be added to the neutral material equipment of a ground if its balance is to be turned in favor of a desirable citizen product.

But the advocate of the mechanical playground objects that a playground should be free, and asserts that the children are under the teacher's thumb already more than is good for them, and spontaneity is desirable above all else.

He is both right and wrong. Play should be free, but there was no lack of spontaneity on the part of the youngsters following Froebel, and far more pleasure than before appeared on their horizon. His mission was to give the spirit of play an opportunity for expression, and it is not for the play organizer on a spot dedicated to play to ignore his methods.

It does not make for a decrease in personal freedom to participate in group games or to submit one's mind to an influence which in the guise of play transforms it from a free-booting individualistic trend to one which is orderly and social-horizoned.

This is the function of the play organizer, and many playgrounds in many cities have those who come within visible distance of such standards, remote as they may seem.

A letter received within a few days in response to a note of thanks for a favor rendered such a playground worker illustrates the possibility and the actuality. It comes spontaneously from a workingman in a neglected corner of the city:

"Your letter of August 30th received with thanks from you for the part that the local committee took in making the festival at our playground a success. I would like to say that too much praise cannot be given to Miss —— for the work that she is doing in the playground with the children, and no man in the neighborhood ought to expect any thanks for helping out a

cause like this, as it certainly showed what result should be obtained from children where they are under the proper hands, and I assure you that Miss —— is second to none that I came across in taking care of children, and I hope that we may be able to stir up enough sentiment in the neighborhood for a permanent park to extend to the river front, as this little playground showed that we need it for the children."

The work of such a play organizer cannot be demonstrated by talk nor illustrated in a play festival. Were all play organizers as equipped with the two great requisites, the spirit of play and the social sense, as this one, the fears of the mechanical advocate would be groundless. Unfortunately, there is a warning in his attitude. There are many useful devices, which have been introduced on the playground and taught to prospective instructors, which are in danger of becoming lords and masters rather than servants. When this has happened, and the place of freedom has become the home of routine, the life of the playground has departed, and with it the last resource of the child for a place truly his own.

In enriching the life of the child the playground has revealed the poverty of the parent's resources—a poverty just as necessary to the community to enrich.

While slowly, here and there, this fact is anew discovered and efforts are painfully made to reach the ideal more and more, wonderment and admiration must be given to the miraculous, Minerva-like birth of the Chicago system of grounds, fully equipped from the start to administer to the wants of all when the spirit should fill its form. The workingman in his letter used the expression all unconsciously that "the little playground showed us that we need it." It is the same with the play organizer and the creative work he may do in interpreting the neighborhood to itself—his need is not felt until he has shown by demonstration how indispensable he is.

Third General Conference

WEDNESDAY MORNING, SEPTEMBER 9

MR. GRAHAM ROMEYN TAYLOR, Chairman

The Chairman: Already in this congress recognition has twice been made of the vital relation between playground work and industrial conditions. In one of the sections yesterday there was advocated a closer connection between the playground supervisor, the parole officer of the juvenile court, the truant officer of boards of education, and the factory inspector; and at yesterday's conference we had a reference to the economic pressure for which playground work is in some degree a relief.

I am sure that it was a very proper matter for the Playground Association of Chicago to discuss and act upon—the matter of Saturday afternoon holidays for the clerks in the Chicago department stores; and, although the action taken by the Chicago Playground Association in that regard in trying to further the efforts of the clerks was not successful, it seems to me that it is entirely proper for these voluntary bodies to bring pressure to bear for more leisure time for the overburdened classes, for a longer childhood, for longer opportunity to use the playground; and I am sure it is exceedingly proper in this congress that we should have a paper upon "The Playground a Necessary Accompaniment to Child Labor Restriction."

Mr. Everett W. Lord, the New England Secretary of the National Child Labor Committee.

THE PLAYGROUND A NECESSARY ACCOMPANIMENT TO CHILD LABOR RESTRICTION

Paper of Mr. E. W. Lord

All nature unites in the exemplification of childhood as playtime. In all animate creation the older generation has to introduce, sustain, and educate the younger, and we of this generation are coming to understand that the best training for our successors is not found in the repression of their God-given

instincts or in the attempt to make them assume the burdens and the demeanor of the full-grown, but rather in their encouragement and guidance in doing what is urged by the divine impulse within.

Modern conditions have threatened to take from the child of to-day his inheritance of all the ages. It has become evident that America's claim to preëminence as the land of equal opportunity for all is less true than of old. For more than thirty years there have been occasional warnings of the great increase of child labor in this country; our factories and mills, our mines and mercantile establishments, have been robbing the schoolhouse and the playground, but until recently few people have realized the extent of the evil growth. The census of 1900, which showed that there were employed in gainful occupations more than 1,750,000 persons between the ages of ten and sixteen years, or nearly one child in every six in the United States, gave to the people a revelation of the startling extent of child labor in this country. It is true that in this number there are included agricultural workers, whom many believe suffer little from the effects of premature labor, since the most of their work is done in the open air and under the immediate direction of their parents; but the figures of the census do not include the thousands of children under ten years of age engaged in various forms of labor. Many of the newsboys and peddlers of the city streets and the young children working in sweat-shops and tenement workrooms are under that age. A most conservative estimate, including all these children, indicates that at the present time, even though in many states recent legislation has decreased the number of young employees in some lines of industry, the total number of child workers is little, if any, less than in 1900. A recent special report issued by the Census Bureau shows that the average earning of the child worker in the twenty-five states in which statistics were gathered is $3.46 per week. In return for this meager wage, thousands of children are giving up their opportunities for proper physical development and for an education, even of the most elementary sort.

In the midst of national prosperity and great industrial development this disturbing condition of affairs has come into existence. During the twenty years from 1880 to 1900, the number of child workers increased 12 per cent. more rapidly than did the total number of children of corresponding age in all the

country; this indicates how rapidly the evil has spread. Almost no section of our country is free from oppressive child labor; from the easternmost point of Maine, where little ones work in the sardine factories, to the fruit ranches of California, child workers are everywhere found; in the cotton mills from Canada to the Gulf, in the mines and the mills of the Central States, in the sweat-shops and the department stores of the large cities, and in the canneries of the rural districts, the cheap labor of children has been made a source of profit. Few see it at home, but all realize that elsewhere child labor is pernicious: thus, in Maine they refer to the deplorable conditions just across the state boundary in New Hampshire; in New Hampshire they may comment on the wretched situation in Maine; New York tells us of the breaker-boys in Pennsylvania; and Pennsylvania remarks upon the host of children in New York sweat-shops; in South Carolina it is not difficult to convince people that the evil of child labor is great in Georgia; and in Georgia the people are already convinced of the sins of South Carolina.

It requires little acumen to see that the children who toil prematurely are thereby deprived of the possibility of intellectual education, that a community of child workers to-day means a community of ignorant citizens to-morrow, but all do not realize that the education of these children as industrial units is equally deficient. All may not know that the army of tramps infesting our land is largely recruited from the ranks of the prematurely aged and work-worn children, nor that our work-houses and prisons harbor a multitude of the hopeless or desperate victims of child labor. But this is true.

Such are the conditions; yet every suggestion of reform, even though so evident in its righteousness, meets some urgent objection. Seldom does one see far beyond the reach of his personal interests, and few indeed are they who feel another's need as strongly as their own. Therefore it is not surprising that they who have descried the dangers attending the exploitation of child labor for commercial purposes and who have urged some effective restriction thereto find frequent and vigorous opposition. Were it otherwise, we might doubt the need for action.

We are told that our revelations impeach the good name of the community, and we agree in part. That is, we agree that the conditions revealed do stand as a somber stain upon the reputation of our people, but we cannot believe that we should there-

fore refrain from publishing the truth. We remember that the truth has ever been the potent enemy of evil.

We are urged in the sacred name of business to desist from any agitation which may interfere with its vested rights. The manufacturer and the merchant fear for the capital invested in forms of enterprise dependent to a greater or less degree upon the products of child labor. It may be true, they acknowledge, that their factories and work-rooms are not beautiful and restful; it may be true, though they do not always grant it, that many of their young employees drift along perforce toward ignorant and perhaps vicious lives. Enfeebled bodies and dwarfed mentalities may detract from the general well-being of society, but—business is business. This dictum, unpitying as the whip of the Cossack, cold and relentless as the grip of the arctic ice, is quoted as sufficient justification for any evil which may exist.

Business is business; we grant it, and we would not have our business men cease to be business men, but we want them to be *good* business men, and if experience has plainly indicated anything of value to the manufacturer and the merchant it is that cheap labor—which in this country means child labor—does not pay. The man who employs it gets inferior results, and in the end is likely to be distanced by his shrewder rival with employees not so cheap but more efficient.

Some speak of the rights of the family, protesting against any hand which shall be placed between the parent and the child. Shall we attempt, they ask, to prevent a father from governing his family as seems to him right? In the welfare of the child who can have a deeper interest than his own parents? But the *jus patris* is no longer a defensible legal principle; the father has not the power of life and death over his children as in patriarchal days, for we recognize the greater right of the individual. We would not detract from the legitimate authority of the parent, but, on the contrary, we would endeavor to sustain that authority in the only certain way, insuring the dependence of the children upon the father as the family bread-winner. It has been too frequently found that the father's interest in his children extended only to the point of seeing them regularly listed on the factory pay-roll for us to accept now the plea that children do not sometimes need protection even from those who are their natural protectors.

There are people who flatly deny that child labor as an evil

has any existence, in effect accusing us of misrepresentation or of pernicious exaggeration. They declare the number of working children is so small that any disturbance on their account is entirely unnecessary. Perhaps it is deplorable that even a few should go without formal education, but after all there are not enough of them to cause all this commotion. Indeed, these people are sometimes inclined to declare that constant work is good for the young. They recall Abraham Lincoln, James A. Garfield, and dozens of other famous men who had to work from their earliest childhood; they believe that no one worthy to rise will be kept down by adverse conditions—with which consoling thought they are prone to dismiss the matter from further consideration.

There are some who, though disposed to treat the situation more fairly, granting the existence of the evil, still oppose any special effort to check it under the mistaken plea that, while many young children are working daily and even nightly, and while such a condition is not good for them or for society, it is necessary as an alternative to the greater evils of beggary or pauperism.

And there is always some one to bring forth what seems to be regarded as a final and unanswerable objection to any plea for the restriction of child labor, that the children are better off in the work-room, where they are kept from mischief and are acquiring habits of industry, than they would be on the street. As the evils of the street are manifest, appealing to the most casual and unobserving, this is often accepted as an evident argument against any active restriction of child labor. Yet, as a matter of fact, the child worker learns more of viciousness in the factory and the mill than the street waif learns in the street, and habits of industry are not acquired by the forced repetition of mechanical motions which usually form the task of the young factory hand.

These, and many other objections of somewhat similar nature, are constantly presented, and they who work for child labor restriction are required to give convincing replies to them all. It is not impossible to ascertain the approximate truth as to the number of working children, nor is it by any means difficult to prove conclusively that the vast majority of these young people who are deprived of the natural rights of childhood, so far from attaining the heights of fame reached by a few men of phenomenal strength and genius, seldom rise even to the com-

fortable plane of the average workingman. We can show that a very small percentage of children are compelled to work by dire necessity, and some acceptable provision can generally be made for that small percentage. We deny that the child is materially better off in the factory or mill than he would be on the street, but yet more insistently do we deny that these are essential alternatives. Our work is not merely negative. We are equally insistent upon the abolition of premature labor and the provision of facilities for proper training of the young. We recognize childhood as a period of preparation for adult life and its problems, and we believe that the place for the child is in the school and on the playground rather than in the factory or on the street. The gospel of work which has long been proclaimed has sometimes been too literally accepted as necessary for the salvation of old and young alike. They who most readily agree that "Satan finds some mischief still for idle hands to do" often are deaf to the equally cogent saying about "all work and no play," which, we have found, does verily "make Jack a dull boy," and holds out slight prospect that he will become a useful man. Believing only in constant productive employment, there are some who cannot accept the fact that hands and mind employed in the natural play of childhood are further removed from idleness than are those employed in unremitting and unnatural labor; but we no longer consent to be bound to a literal interpretation of sacred Scripture, and we are not going to submit our cause to the judgment of literalists who pin their faith to proverbs.

So long as a particle of the spirit of youth remains the child will not dispense with play of some sort. The young breaker-boys of Pennsylvania sometimes meet with accidents, and an excuse given is that the accidents occur when their work is temporarily suspended and they are playing around the breaker. The instinct of the child tries to make a playground even of the scene of his labors, and, when he is surrounded by pitfalls and dangerous machinery, freedom from accidents cannot be expected. With the play instinct so universal it is hard to believe that it can be entirely crushed out, but a lady in the South who tried to give a treat to some young mill operatives found it so with them. She took a number of them to her home in the country and turned them into the woods to play. To her distress and amazement she found that they not only did not know how to play, but that they actually did not know the meaning of the

word. These children had been completely deprived of the universal right of childhood.

The problems connected with child life are many and important, and, as the members of the Playground Association have done well to recognize, they are closely interrelated. Because this commingling of interests is so evident, the National Child Labor Committee has endeavored to secure the establishment in one of the departments of the federal government of a National Children's Bureau, where trained specialists could bring together the statistical results of the census, and could publish reports and bulletins, which would be of incalculable value to officials and the public.

Authoritative reports of successful methods of meeting problems presented in children's courts, of various ways of dealing with juvenile delinquents, of the advance of the playground movement, of the reasons for child labor and the operation of child labor laws, would immensely increase the effectiveness of the work now being done by many individuals, officials, and private societies. We trust that the Playground Association of America may coöperate with this National Child Labor Committee in its efforts for the establishment of this National Children's Bureau.

Whether the public school should provide a longer and more practical course for the young might well be considered. Our great school buildings represent a capital of many millions; their halls and classrooms are the only clean and wholesome rooms which many of their pupils ever see. That these rooms are generally closed and their facilities unused, except for a few hours daily during a part of the year, indicates that the schools might be made more useful. The additional fact that only one in five of the children of the first grade follows the course through to the eighth grade may be regarded as an indication that the common school course does not meet the needs of the people. But the school is doing much, and to it we must continue to look for the intellectual development of the young. As a factor in the movement for the restriction of child labor it is most important, but without a playground it is incomplete. For the physical development of the child who has been kept out of the army of laborers, and for his practical training in the essentials of democracy and social life, the importance of the playground is paramount.

The supervised playground has no less important a mission in behalf of the young worker who, as the result of legal restric-

tion of hours of labor, has some of daylight at his disposal. On the playground he can be guided in pleasurable exercise which may to some extent counteract the effect of the monotonous and frame-wrecking tasks of the factory. He may learn something of the rights and duties of the citizen, free from the surveillance of the taskmaster. The playground presents the greatest hope for the physical salvation of the working child and at the same time shows the way for his mental and intellectual invigoration; it affords the most effective reply to the objector who considers the children better off in the factory than on the street; it makes so obvious the fallacy of his argument that the wayfaring man, though a member of the legislature, need not err in choosing his way. The playground is a most welcome recognition of the principle for which the National Child Labor Committee stands, that childhood is playtime, that the strong body and the vigorous mind of the man are the outgrowth of the rational and healthful play of the child.

DISCUSSION FOLLOWING MR. LORD'S PAPER

A Delegate: Mr. Chairman: Something that was not mentioned in the paper, but something that happened to me this morning, struck me as very encouraging. On the way to the congress I met a gentleman, and we were talking about the playground movement. He told me that he was the chief engineer of one of the largest electrical plants in the country, and that the phase of the playground movement in which he was interested was the child labor question. He said: "These Child Labor people are going at it from the wrong end." I asked him what he meant. (He looked like a conservative man.) He said that the solution of this problem was not restriction upon the children or upon the parents, but the solution lies in recognizing the fact that in the large majority of cases the parents need the money that the children earn. His solution of the problem was to have under the guidance of the bureau of education in any town investigators who should find out exactly what cases were of this class; and then, where it was necessary, to pay to the parents of the children the money which the children would earn, in order that the children might go to school.

Of course, this coming from a rabid socialist would have had very little weight, but coming from the chief engineer of one of

the largest electrical plants in the country struck me as remarkable, as I have thought of it in connection with my experience in the South, in the cotton country, in the coal country. I think it should be one of the lines along which this reform should work, not to the neglect of any other; but for very many cases that would be the best solution possible.

A VISITOR: Mr. Chairman, Ladies, and Gentlemen: This is not so much a question of child labor and the playground as of the influence of the home. The object of our playground work should be to get closer to the home. I myself had an experience on the West Side among the better class last night. The children had returned home from the country. The boys were so noisy that the people in the upper part of this better-class apartment house were compelled to throw down water on the heads of the children in order to still the noise. These children having been in the country many weeks, on their return home had not yet lost that spirit of play and had not been influenced by their own home. They are children that should have been in their own home, because they are children of the better class. Therefore, I say if this congress can emphasize as a most important thing the necessity of getting in touch with the home, it will be one of the greatest reforming influences.

MRS. ELLEN SPENCER MUSSEY, of Washington, D. C.: You probably know that for the first time we have a child labor law in the District of Columbia, which the representatives that you have sent to Washington have made, with a great many imperfections. That went into effect on the first of July. It was thrown upon the Board of Education to exercise this law without any appropriation for it, not even for its inspectors. It was of interest to me as a member of the Board of Education to see why there are such a large number of applicants, and I noted particularly the mothers who came with those children. From the appearance of their dress I am sure it is because the parents are not willing to live on such a standard of living as the income of the adults can produce, and they therefore use the money of the children in order to permit them to live better. Of the two thousand children who asked for permission to labor, about 75 per cent. were granted that permission. Twenty-five per cent. were not granted it because of physical conditions, etc. A very small proportion of those children is ever seen in our Washington playgrounds. We have not yet been able to reach those

children. This is undoubtedly due to the home influence; we have not yet been able to reach those homes. That law must be modified in many ways if it is to be a good working law. As we do not control the Congressmen who come and make our laws, the way to do is to educate the men who come to Washington to make laws.

MR. LORD: I want to say just a word in connection with the comment of the first speaker. I want to say that the criticism suggested by the engineer that the National Child Labor Committee was not working along the right lines is hardly justified, since that very scheme which he has outlined is one of our schemes. If the gentleman will write to the National Child Labor Committee and ask for literature in regard to industrial scholarships, he will find that we are doing that and are urging to have that thing throughout the country.

QUESTION: Would you set any definite age at which a child may be allowed to go to work?

MR. LORD: I think age is not the best determining factor, but it is perhaps the most practical one. I should say that the age of fourteen might be accepted. It has seemed to be the age best adapted to our conditions. If we could have had what we want, it is that a child should not be allowed to go to work until he is physically and mentally qualified. That would, however, require a very difficult adjustment; and it is easier to fix the age at fourteen for the simplest forms of labor.

QUESTION: Have you already worked for fifteen years?

MR. LORD: No. Fourteen should be the minimum. There should be different ages for different lines of work.

QUESTION: Which State has in your opinion the best child labor law?

MR. LORD: I should hesitate to answer that question without some modification, because no State has the best laws in all forms. A child labor law is rather complex. We regard the law of New York State as one of the best laws; the law of Ohio is one of the best. Massachusetts has many good features in her law, but no State has what we consider a perfect law.

THE CHAIRMAN: I regret to say that Mr. Leland is unable to be present, but Mrs. Leland has kindly consented to read his paper on "Winter Organization of Playgrounds."

Mrs. Leland.

WINTER ORGANIZATION OF PLAYGROUNDS

Paper of Mr. Arthur Leland

Have you ever driven a timorous horse on city streets during hours when the savage hoards are no longer cooped up in the schoolroom? Did you ever see your stovepipe chase along over the drifts or have your "lid" lifted prematurely and involuntarily to some passing member of the fair sex while from behind a fence or around some corner you hear howls of derisive laughter and shouts of unholy joy? Do we need winter playgrounds? "Don't the streets make a dandy playground? Gee, but ain't it fun to flip on to brewery teams and swipe 'you know'! Did you see me soak that stiff with them snowballs? What do you suppose the guy says? We can coast on every street. I don't think. Cheese it, the cop. Soak him one in the ear when he ain't looking. Look out, he'll put you on the bum if he sees you." And this is the way children in the city occupy themselves outside of school hours. Do we need winter playgrounds?

Seriously, is there anything lawful which children may enjoy out-of-doors in the city in the winter time unless special efforts are made to provide them means and places where they may safely let off superfluous steam and secure the exercise which they must have in order to counteract the cramping, stifling, unhygienic influences of school-time confinement?

During the summer, baseball can be played in almost any vacant lot. During the winter time, these vacant lots are covered with ice and snow and the average city child has not energy or enterprise enough to clear them off. Hence, they take to the city streets, which are kept in such condition that they invite coasting and other delights of less wholesome nature, so that in winter time there is almost nothing for the child which is enjoyable except life on the streets, and the God-given instinct of play is indulged in at the expense of the property and happiness of others. Do we need playgrounds in winter or are they merely a summer exotic?

Is there any place except the streets where the God-given instincts of play may be indulged in in a lawful manner? The playgrounds for children, which are open in the summer time, as a general thing are closed in winter, and even though they be open, the equipment is not of the kind to be most valuable for

winter play. Most of the winter play activities of our playgrounds are confined to the gymnasium. It seems to me that exercise indoors is a very poor excuse for outdoor play and should be indulged in only during unseasonable weather when it is absolutely impossible to play outside. What our city children need is more fresh air; and gymnasium exercise carried on inside, with mats which are more or less dusty and in steam-heated apartments, will never go far in developing a hardy type of manhood and womanhood in the American race which is to be. We do not have a very extensive variety of games adapted to small spaces out-of-doors in the winter time.

Outdoor play should be made so attractive in all weathers that children simply have to go out-of-doors. Nothing will keep them inside. Clubs and social organizations, libraries, literary societies, et cetera, *ad infinitum*, are all right in their way, but they do not supplement our one-sided educational system.

As soon as the city child is four or five years of age, he is sent to school, and spends most of his time in school for a dozen years or more. What we need is not more culture, refinement, and literature, but a stronger emphasis laid upon the more barbaric virtues of loyalty, physical courage and endurance, and heroic altruism, which find their fullest development and expression, not in the schoolroom or in the home, but on the playground.

It seems to me that the properly developed out-of-door winter playground offers an unequalled field for the proper development of these instincts which our summer playgrounds are handling to good advantage, but which, during the winter time, are obliged to find their expression on the street and in unlawful places, through lack of proper equipment and supervision for their development.

For children in the country, winter is the best play time, with coasting, skating, polo, skiing, and other winter sports. However, for city children, conditions have changed so that unless special provision is made, there is little chance for winter sports and games. Our playground equipments of apparatus should be so designed as to adapt themselves to both summer and winter uses. For instance, the playground slide may be made so that it can be lowered in winter and sprinkled, converting it into an ice slide. A very good toboggan slide could be adapted for use from the ordinary playground slide. Cheap

toboggans may be made out of barrel staves, each child furnishing his own toboggan. Playground slides may also be used for sled coasts in place of hills.

A skating rink is very easy to maintain in cold climates and it is a most satisfactory means of amusing children. The fire departments and police departments in many cities maintain these on vacant lots. The baseball diamond and athletic field in small playgrounds should be made so as to drain for winter flooding. I have found, however, that unsupervised skating rinks, like unsupervised playgrounds, are quite apt to do more harm than good; but police supervision is more efficient on the skating rink than in the playground. With suitable equipment and a good skating rink, the opportunities for development of winter play are practically unlimited.

Games to be Played

The game in which the greatest amount of exercise can be secured in the shortest space of time is the best adapted for winter use. There is a marked difference between warm weather games and cold weather games. Baseball, which is essentially a warm weather game, is as different from ice hockey as summer is from winter. As most of our winter games have developed in the country, they are not entirely adapted to city conditions. With very little effort, however, some of our best summer games could be changed so as to meet winter conditions and city spaces. These could be played at times when it is either too snowy or too warm for games which depend upon ice for success.

We will illustrate a few common games with winter variations:

Snow Baseball

While baseball is primarily a summer game, we think the following statement will change it into a successful winter game. This game is entirely theoretical at the present time, so far as we know, but we see no reasons, either psychological or physiological, why it should not be a success. The game is played by nine players on each side. In so far as possible it should conform to regular baseball rules. We have indicated on the diagram the positions of the players. The players marked with daggers are at bat. The players marked with stars are in the field. You see the playing positions are somewhat different from those of baseball, and more players are engaged in the game

at one time. The first baseman and the third baseman play anywhere between home plate and first base and home plate and third base respectively. The catcher plays in the ordinary position. Right field, left field, center field, second base, and shortstop play in approximately their regular positions except that the in-fielders play a little farther out-field than in the regular game and the out-fielders play a little nearer in-field. The game is essentially one of running, dodging, and throwing. Instead of baseballs, snowballs are used. The batter takes his position as in the ordinary game. The pitcher delivers a snowball according to regulation style. If the ball strikes the rectangular backstop, a "strike" is recorded against the batter. If the snowball flies wide of the mark, it is a "ball". "Strikes" and "balls" are counted as in the regulation game. If the batter hits the snowball, smashing at least three-fourths of the same, it is a fair hit, and the batter immediately becomes a base runner. Either the catcher or the first baseman may put the base runner out between home plate and first base by taking a snowball from the ground after he has hit the one delivered by the pitcher, and hitting the runner with this snowball before he reaches first base. Meanwhile, a player on the batting side, the first base guard, is privileged to pick up a snowball and throw it at either the first baseman or the catcher, and in case he hits either one, the "out" is redeemed, and the base runner is declared "safe on first". The base runner between first and second base may be put out if right field or second base hits him with a snowball between bases. The snowball, however, must be on the ground until after the base runner has left the base. However, if the second base guard immediately throws a snowball, hitting the player who put the base runner out, the "out" will be redeemed and the base runner will immediately be allowed to proceed to second base. In running from second base to third base, the same method is pursued with the same rules except that those concerned are the shortstop, left field, and third base guard. In running from third base to home plate, the base runner will be subject to missiles thrown from third baseman, catcher, pitcher, and home guard covering his run. The center field and catcher may, at any time, put the base runner out after he has been hit by one of the opposing side and then put on side again by his own side if they hit the guard who effected the release.

Fouls.—It shall be a foul to hit any base runner above the

shoulders. A foul ball shall be declared when the batsman hits a snowball and only knocks a nick out of it. No player shall throw snowballs when nearer than fifteen feet of his victim.

This game combines most of the features of baseball, tag, and prisoners' base. The details, of course, will have to be played out experimentally. It seems to us that snow baseball gives as much opportunity for team play as baseball and also gives a much greater chance for exercise and includes most of

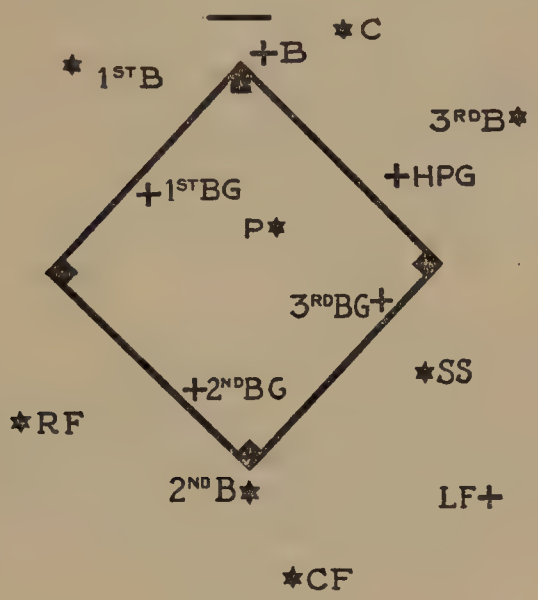


DIAGRAM OF SNOW BASE BALL

the psychological concomitants involved in the ordinary game, and we have no doubt it will be a good antidote for unlawful snowballing.

Other games may be worked out as follows:

SNOW BOMBARDMENT

The players are divided into equal sides. A line is drawn through the middle of the field. Instead of the Indian clubs and balls usually used for this game, each player should make a small snowman, at least 18 inches high. The object of the game is to demolish the snowmen made by the opposing side. Each player stands on guard in front of his snowman. At a given signal, play commences and each player makes snowballs

as fast as he can and throws them at the snowmen of the opposing side. Each player may guard his own snowman. As soon as all of the snowmen on one side are knocked down, the other team is declared "winner". In throwing the snowballs at the men, no man will be allowed to step over the center line, and stepping over this center line shall constitute a foul, and the player stepping over the line may have his choice of joining the other side or having his own snowman knocked over. This game may also be played by points, each snowman knocked over counting one point for the side knocking it over; the player whose snowman is knocked down being off-side until he puts his snowman up again or makes another one. The snowman must be made in parts, the lower part to be made heavy in the shape of a ball and the upper part being a sphere not over four inches in diameter. A snowman shall be declared down when his head is knocked off.

Snow Duck on the Rock

This game is played exactly like ordinary duck on the rock, but frozen snowballs are used as missiles and a frozen snow duck is used as a target. The duck keeper is privileged to keep on hand a stock of soft snowballs which he throws at those players who run up to gather the snowballs which they have thrown at the duck. Otherwise, the game is played as in the usual manner.

Snow Dodge Ball

Of any even number of players, half of these form a large circle while the other half stands inside the ring facing outward. Those in the center make and throw snowballs at those on the outside circle. Those on the outside dodge the balls. Whenever any one is hit, he is obliged to take his place with those in the center circle. When all have been put out but one, he is titled "king", after which the players exchange places—those who are in the center form the outside ring. Boundaries must be maintained over which those in each circle are prohibited to run.

In all these games it must be ruled a foul when a snowball hits above the shoulders or where frozen or loaded snowballs are thrown at players.

A large number of games may be altered in similar fashion so as to suit all kinds of weather. These games, which we have

mentioned, are essentially snow games, and may be played on warm days in the winter when there is too much snow for skating. For the skating rink, polo is perhaps the best game for boys; preferable, we think, to ice hockey, for all except high school boys. All kinds of tag games receive added interest when played upon the ice, boys and girls of all ages playing the most childish games with the greatest pleasure. Among these, I will mention puss-in-the-corner; ham, ham, chicken, ham, bacon; running for places; fox; together with all kinds of races, prisoners' base, and other games too numerous for mention. There is no dearth of games for winter use. A selection should be made of those which the children know best, and of games which are best suited to local conditions; and special emphasis should be laid upon these games.

We should endeavor to teach the children games which will become popular all over the neighborhood, as the usefulness of a playground can be increased a hundred-fold if a fad for playing certain games is created. It is absolutely impossible for all the children or for the greater part of the children to be influenced directly by any playground, but if we can train up leaders in play who will take home with them the games which are taught upon the playground to be duplicated on vacant lots and in backyards, our work as play inspirers can be considered successful.

The best way to create this interest is through the organization of certain games. I will outline a plan which has been very successful in creating interest in playground attendance and also in increasing attendance at school and interest in school work. It is similar in its scope to that of the Public Schools Athletic League, but it has its center in the playground, rather than in the public schools. In treating of this, I will not only include an organization for winter time, but an organization for all seasons' athletic sports during the school year.

Organization of Grade School Games

The organization, which I have used in playground games, is a combination of the ideas of a Playground Athletic League which I organized in Louisville and some of the ideas of the Public Schools Athletic League of New York City. The activities of the league are divided into three periods, *fall*, *winter*, and *spring* sports. The series includes both inter-school and

inter-playground competition. Each grade school in the city is assigned to a certain ground as a play center. A series of preliminary games is played at each playground in order to ascertain the district champions. After these preliminary games are completed, a series of championship games is carried on, participated in by the championship teams from each playground. We have tried to make up these teams for the championship series by picking the best players from all the teams which have engaged in the preliminary games at each ground, but while, theoretically, this would seem to be a good thing and should develop team spirit and heal breaches made in personal feelings by intense local rivalry, in spite of this good philosophy, it has not always been successful in its working, and we have found that the best plan is to continue the team through, taking the winning team intact from each playground to compete in the championship series. We should have preferred the other way if it would work.

The complete plan of the league calls for the following games for fall, winter, and spring, and the winning of them counts the number of points assigned to each game. The points go to the playground where the teams practise, and the playground winning the most points each year keeps possession of the Playground Athletic Championship pennant. The school teams winning the championship in each of the games keep the game pennant until it is won away. Any school or playground winning a pennant three successive years keeps it permanently.

THE SCORING

Fall Games	Number of Points		
	1st	2d	3d
Girls' Basket Ball	100	75	50
Boys' Basket Ball	75	50	25
Boys' Field Hockey	100	75	50
Girls' Field Hockey	75	50	25
Boys' Association Football	100	75	50
Track and Field Sports, for Boys and Girls	100	75	50

Of this list, the only games which we were successful in carrying on were girls' basket ball and boys' field hockey. These were very successful, and the contests were so close that in the final game of the Boys' Field Hockey League it was necessary to play three days before a result was reached. No doubt we would have been successful in carrying out the entire schedule had we been able to secure sufficient help in organizing the games.

For the winter playground, we would suggest the following organized games:

Games	Number of Points		
	1st	2d	3d
Boys' Ice Polo	100	75	50
Boys' Snow Baseball	100	75	50
Girls' Ice Polo	100	75	50

For the spring games, we have used the following:

Spring Games	Number of Points		
	1st	2d	3d
Boys' Baseball, Senior League	100	75	50
Boys' Baseball, Junior League	75	50	25
Girls' Croquet League	50	25	15
Girls' Ring Toss League	50	25	15
Track and Field Sports, for Boys and Girls, both Senior and Junior Divisions	100	75	50

The eligibility rules of the games were as follows:

In order to represent his school in any playground contest, the contestant must have been a regular attendant of the school from which he is entered and must have an endorsed blank certifying this fact, signed by the principal of the school and by the director in charge of the playground from which he is entered. We have been informed by the principals of schools that this rule has benefitted the school attendance on the parts of the boys who have always been prone to play "hookey".

With regard to games for girls, we are undecided as to whether public games for girls are best or not. So far as the players are concerned, we have had no difficulty in these leagues. At first, of course, there was some hard feeling, but as the girls became used to playing, this feeling disappeared. The last game between the two championship teams was one of the best games of basket ball which I have ever seen. The most commendable spirit prevailed throughout the whole contest. Although both teams were eager to win, they observed the rules very conscientiously. At the end of the game, the losing team, who lost on account of their inexperience, of their own accord and without any suggestion from any one, gave three cheers for the winners. This is the spirit of fair play and clean sport which we are striving to cultivate by means of the playgrounds. However, on the way home from the grounds, certain hangers-on from the district from which the defeated team came, raised a "rough house" with certain hangers-on from the district of the winning team, which caused some bad feeling. If we can give

our teams sufficient protection while passing through hostile districts, we are sure that there will be no disorder or bad feeling, provided our games are in charge of competent officials, but in order to carry out a league like this successfully, the management must be in the hands of a clean sport enthusiast, who has the ability to create in others the ideals for which he stands.

The director in charge of grade school children's athletic leagues, such as these, must rule with the hand of a dictator, but with the heart of a diplomat. When the season ends, it is quite probable that only one-quarter of the teams who made a beginning will finish. The emphasis which is placed upon certain games and sports will be determined by the children who will participate in those sports which are the most popular. Different cities are different in this respect. For instance, in Louisville we carried on several very successful general programs of track and field sports with no difficulty whatever and with much interest. We broached the same programs in St. Paul and Denver, but the children would not take hold. We carried on a basket ball league for boys in Louisville, but found ourselves unable to carry out the program in the other two cities. We found ourselves unable to introduce field hockey in Louisville, but after three years of effort, we made this game popular in St. Paul. We were successful in organizing baseball everywhere. Perhaps, however, our greatest success in this was in St. Paul, where for some time we carried on twenty-four games a week.

Conditions in local playgrounds will also affect the games which will be most popular. For instance, we have found that field sports and football and the more active games are most popular on the playgrounds whose constituency is made up of the middle and better classes of children, while baseball is most popular on the grounds used by newsboys and by the poorer children. In one playground which we had in Louisville, the only sorts of amusement which we could popularize were punching bag and boxing gloves. After having four young college athletes successively run out of the grounds, we placed them in charge of "Kid Parreto", a rising young prize fighter. Even though his ideals were not particularly high, we felt that his ability to enforce what ideals he did have would do more good than higher ideals which could not be enforced.

Practical Pointers on the Pedagogy of Games

The director in charge of a series of games should, whenever possible, secure some one other than himself to referee and umpire all local games, because disputes and ill feeling, either temporary or permanent, are quite apt to occur, and if these have arisen through some decision of the supervisor, his influence will be lessened. The supervisor should train a corps of officials and should act as teacher and as a final court of appeals in regard to all decisions. His attitude in regard to district championship games should be judicial rather than executive. However, in championship games, the supervisor of playgrounds can, with dignity and effect, keep the position of an active official.

Work the newspapers for all they are worth. Make personal friends of the city and sporting editors of all your papers, and keep their pages full of playground athletic news. Keep records and percentages of games on the sporting pages, publish pictures and reports of the games in the news columns, and this newspaper work will be well repaid in the creation of public sentiment for playgrounds and in developing interest among the children in outdoor athletic sports. In all the cities in which we have organized playgrounds, we have had permanent invitations to come in and use the typewriters for our copy, as if upon the regular staff. We have found it an advantage to write our own articles, for, by doing this, we have been sure of our stuff appearing in print just as we would have it. We pursued this plan except upon some special occasion, when the papers would always be glad to send photographers and reporters to write up the games. We find it is a great advantage on the part of male instructors to learn the lingo of the streets and to use the same whenever talking with the boys. It creates a fellowship between coach and player which we have been unable to secure in any other way, even at the expense of corrupting the purity of our English language. Like the apostle of old and the pagan philosopher, "we must be all things unto all men" and "when in Rome, do as the Romans do."

Although the work of organizing games among children is strenuous to the extreme, nothing can give greater satisfaction than to observe the rapid progress from disorderly chaos and anarchy to the organization and good fellowship which can only

be obtained among groups of heterogeneous children by organized play.

QUESTION: Is there an age limit for representative teams?

MRS. LELAND: We raise them in different places. In school games it is under fifteen, and then, of course, we have outside games for older children; but we did not have them on the regular playgrounds when the other children were there.

QUESTION: From what officials do you get the best results, from boys or adults?

MRS. LELAND: We usually have one older person as umpire. The older boys vote and choose their own boys. We usually have the two teams elect some one person. We always have one of our own people at the head to supervise, but we find that the boys hold very closely and carefully to the decisions of their own members.

MR. TAYLOR: It seems to me that this is a subject to which we should give a great deal of attention. Criticism has been made against the public schools that they are being used for only part of the time. It seems to me that it could be even more strongly made against some playgrounds that are used only through the summer.

QUESTION: Did I understand that the work which Mrs. Leland describes is confined to school children, or is it open to all boys and girls?

MRS. LELAND: To all boys and girls. Of course, we do not have the games for small children going on at the same time as those for the larger ones. You will see on the tracings in the other room about the slides of which I spoke. The base of the slide can be turned around and the slide can be lowered in winter for toboggans and in the summer it may be lowered for use with these little wagons. So one piece of apparatus really answers for about five purposes.

THE CHAIRMAN: Dr. E. H. Arnold will now speak to us on "Some Inexpensive Playground Apparatus."

DR. ARNOLD: On entering these portals this morning, I was met by a well-dressed lady from Washington who reflected upon my appearance by saying that I had not changed much, except that I had become more portly, and that she did not see why I should be in the playground movement; and I think being so and

having become older and more portly, I think I am entitled to reminisce. I think there is room for reminiscence here. You are dealing with the most modern conditions for children and it is well for an old man with young features to guide you back a little. Having a very short paper and being a very bad reader, I may precede my paper with remarks at which they say I am most happy!

The pieces of apparatus of which I am to speak make me look back a considerable space of time; and they show me that the playground movement, the child labor movement, the movement for the improvement of the conditions of the poor have been practically always the same. These pieces of apparatus stand in most municipal playgrounds. I have not time to show you pictures and illustrated drawings. Dr. Gulick says it is so much better to have pictures: "they show so much better than you can say it!"

In a little town of 50,000 inhabitants, suffering from all the effects of the Thirty Years' War, the conditions of the poor were so appalling that a minister of the Gospel, being appointed to a parish in the outskirts of the town, found the poor so deplorable in physical, mental, and moral conditions that he thought something should be done. In a stirring address to his congregation he called attention to that condition. Next Sunday he found in the contribution box two dollars. It must have been an unusual occurrence at that time, for it is a matter of history which has come down to this day. Now he could not do much with two dollars. (Notice the title of my paper, "Some Inexpensive Playground Apparatus.") When I was a boy I entered this great institution which he founded with that two dollars. There were no multimillionaires around at that time to endow the school. It grew to a large extent because of his own efforts, little by little. The man had considerable foresight and his institution was a large one in a short time. It is of the same dimensions yet, while the city is nearer the 200,000 than the 50,000 mark. In the midst of that city full of industry the school still retains thirty acres of free ground—that against very alluring offers made by real estate people. Part of that ground was at that time already used for formal gymnastics and industrial training. He instituted a playground which is intact until this day. That playground is perhaps eight acres long, surrounded by a large wall—solid wall, no fence. (A fence wouldn't do for

those boys at that time; it won't do now.) There were shade trees on one side and turf in the borders, and sand in the borders on another side.

On this playground, which antedates all other efforts in that direction and which has stood time well, the children of the school still play. This playground was not especially for formal, for organized play. It is a playground for that too, and for gymnastics even, but it is to a large extent a playground where the pupils (at the time I attended there were 8007) played at various times. It was for free play, for the pupils' recreation just when they wanted it. There was no supervisor needed to direct the play, except in the gymnastic lessons. There we had certain of these apparatus.

In looking at some of the pictures that have been shown here, I have been struck by one shortcoming of organized play. Some of the pictures show ten boys playing and three hundred looking on; and that picture was repeated several times. In passing one of the playgrounds this morning, I saw two nines playing, twenty boys. They were occupying a tremendous space of the playground and the others were sitting on the fence doing nothing. That may be good for them, but it is not the most inexpensive way of playing. In general there is nothing but the bare ground; what we need is some apparatus that will give the children an opportunity to play often and to improvise play. There is no playground that you can have that equals the improvised playground. I do not know how many of you have ever played in a lumber yard. That is the place to play; or in a cooper's yard or on a building half finished. It is against the law and regulations and occasionally one breaks one's nose. I have done even worse. We played on the railroad. I was brought up in a railroad town and we played railroad, and I still have all of my ten fingers and even my toes. Those are real playgrounds. I do not want to preach here. There are not many children whom I would advise to play on the railroad. It is against the law. We broke the law without compunction; they do nowadays. No officer could catch us then; they don't nowadays. Times repeat themselves pretty much and opportunities.

Now, your playgrounds should have some provision for that kind of a play space; you must have some place where children can play in their own way. Improvised play makes for ingenuity.

Look at the ingenuity I have developed by play and see what an inducement that is to have my boy play in the same way!

These pieces of apparatus I miss. You may look at them askance and with contempt and at my effort likewise; but if you do, I cannot help it. Now here goes the paper.

SOME INEXPENSIVE PLAYGROUND APPARATUS

PAPER OF DR. E. H. ARNOLD

The financing of a public movement of any magnitude is always a serious problem. Especial difficulty attends this problem if the movement sets in quite suddenly and without preparation and makes rapid progress. The playground movement has been and is of this latter sort. It has come over us like a thief in the night, and its progress has been all that could be desired. Whatever may be the urgency of any public movement, rapid progress is not always attended with happy results. Many mistakes born of inexperience, and which often prove costly not only in a financial sense, often accompany fast growth. The playground movement is a fairly costly one. While the ground itself and direction and supervision may be the main items of expense, equipment and maintenance, nevertheless, are considerable ones. It is with the idea of diminishing as well the cost of first equipment as that of maintaining a playground, that I wish to bring before you a few examples of inexpensive playground apparatus or contrivances. Before attempting the description of a few of such contrivances, which I wish to submit as a type, and upon which no doubt many of you can improve, we should first make it clear to ourselves as to what constitutes an inexpensive apparatus.

An apparatus is inexpensive if it can be installed at little cost. In general it may be said that such apparatus as is manufactured *en masse* can be gotten cheapest from dealers. An apparatus which is out of the ordinary, and which, therefore, has to be made to order, is cheaper if home-made. Apparatus which can be gotten ready-made from the manufacturer or dealer, but which costs a great deal to erect or adapt to a special location, would be cheaper home-made. The cost of apparatus which is

bulky and heavy is considerably increased by boxing and crating and by freight. It, therefore, in a great many instances will prove to be cheaper home-made. The apparatus which I am about to describe can all be made at home. What is more, nearly all of them may be made and installed by pupils and attendants of the playgrounds themselves. Right here may I be permitted a little seeming digression from my subject? In all localities where manual training is taught in the common schools or public high schools, or in playgrounds or recreation centers, no better use can be made of the energies of the pupils in these branches than to have them make and set up playground apparatus. A new interest in their manual training and the playground may thus be awakened, or where it is already present, stimulated in the pupils. Such use of manual training would make a great many pieces of apparatus that lend themselves to manufacture by young people much less expensive. Once more I claim it as a distinct advantage of the apparatus to be described, that it can be readily made in such manner.

The second item in the expense of playground apparatus is its maintenance. Such apparatus as is durable, that will stand use and even abuse and all kinds of weather, can be maintained at little expense. The apparatus of which I am going to speak is well-nigh indestructible. I have known one to be in place for forty years; how long it had been there before I knew it I can only surmise, but I have reason to believe that it had been there forty or fifty years, and from its present condition I judge that it should be good for forty or fifty years to come. An apparatus is further inexpensive if it can be used by several players at once. Several of the ones I am going to make you acquainted with are of that nature. Again, an apparatus is inexpensive if it may be used for different kinds of play and exercises.

Looked at from these standpoints, several of these contrivances are ideal. Comparisons are odious, but I cannot refrain from drawing your attention to the limited use that can be made of a manufactured teeter swing with a seat on each end. While I well understand the great necessity of swinging for children, and their great liking for it, yet I must still insist that I can imagine opportunity for swinging provided for by playground apparatus that can be used for many other play purposes. In figuring out the expensiveness of an apparatus, the amount of supervision and direction that play on and with it needs is an item which must

not be forgotten. If play on your contrivance needs little or no direction, and the same amount of supervision, it must be inexpensive from that standpoint.

The last but not least of the expense items of a playground apparatus must be its intrinsic value as a toy or plaything. The play of children on and with it must be spontaneous. It must appeal to the imagination of the child so strongly that new forms of use must be constantly found by the child itself in using it. Like a great many very highly developed and specialized toys, some playground apparatus leave the child nothing to do. It is more of a machine than an apparatus. That is a decided shortcoming. Such apparatus or contrivances are expensive at any cost, for they have no intrinsic value. Once more I will call your attention to the great suggestion which is inherent in the devices of which I shall speak, which fairly challenge a child to make use of them. Before introducing you to these simple contrivances I will say what is no doubt needless to say in your presence, that they are not inventions of mine, and that I do not know who invented them. I doubt whether they were ever invented by any one. I think they always were and always will be. I have known them from childhood up. I played on them for ten years, always enjoyed them, and the increase of gymnastic ability rather encouraged than discouraged their use. They stood on a magnificent playground which had been used as such for the better part of two centuries in a school which it was my good fortune to attend as a boy, namely Franke's *Stiftungen* at Halle, where they had been in use long before my time and where I found them still in use when I last visited there two years ago. I have something of an idea that they antedate Jahn's endeavors, and that they are relics, if not bodily, at least as an idea of Gutsmuth's. They have, at least, age to recommend them. They have been thoroughly tried and not found wanting. They are no experiment.

They appealed to all pupils of the institution in their play, and wonderful as it may seem, we did play at that time, long before any one thought of a playground movement in Europe or this country. A great deal is nowadays being said and done in the playground movement that makes me feel like Rip Van Winkle awakening after fifty years' sleep. When I say they appealed to all of us, I mean they appealed to children, youth, and young men, ranging in age from six to twenty-one and twenty-two years,

or, as our venerable rector would have it, when officially addressing us in the chapel, "children, youth, and young gentlemen".

I regard them then as having stood the test of time in a great many ways. Some of them have been practically indestructible, and remain in the same shape as they were. From what I saw of their use two years ago, they claim the interest of the children and youths of to-day as much as they did ours forty years ago.

While I will admit that youths of different climes and countries play differently, I may say, from the interest in these apparatus that was displayed by the foreigners attending our school, I am quite sure that they will appeal to the children of almost any country. They may be used for organized play or for formal instruction; on the other hand, they lend themselves readily to undirected individual or solitary play of children. Their use is attended by practically no danger, and they therefore need no supervision. Once properly installed, they need no care, or practically none. They never get out of order. They are never insecure, and always ready for use.

Now to the description of these truly wonderful apparatus and contrivances, and I am afraid their simplicity will disappoint quite a number of you.

The first one is the jumping pit. An excavation ten or more feet wide, thirty or more feet long, three or more feet deep at one of the narrow sides, running from this depth diagonally upward to the upper edge at the other narrow end. The sides of this pit are made secure by stout planks, properly prepared to withstand moisture. The ground around is well evened up.

The bottom of the pit is free of stones, and covered with at least six inches, if possible more, of good sand. In this pit babes may enjoy the sand play. Deep jumping from the sides at various heights into the sand is enjoyed by smaller children. For broad jumping, standing, and running it is excellent. The first attempts at pole-vaulting may be made from the edge of this pit. With some assistance tumbling may be done from the edges into the pit.

The second is the balancing tree—a large and perfectly straight tree, freed of the bark and rounded off; it should be fifty or more feet long. It is supported by two or three wooden feet, one at the extreme thick end, the other one sufficiently far from the thinner end to allow the thin end free play to swing. At the thicker end the tree may be two and more feet in diameter. It

tapers to an end of four to six inches in diameter, which is free to swing. The tree is so supported that at its thicker end its upper edge would be three to three and one-half feet from the ground. The tree is then placed securely on its feet so that its long axle is horizontal. This tree, as its name implies, gives a chance for balancing exercises on a broad and steady and also on a more and more narrow surface, which sways and swings. It may be used for deep jumping, for vaults of all kinds. In the more solid parts of the tree holes may be drilled and pommels may be fastened on it; then we have it serve all the purposes of a horse or saddle-boom. Children may ride on it astride, may swing on the movable part, and should in that position find great enjoyment.

The third is the hillock—a small elevation on the playground, two to five feet high, from three to six feet wide at the base, tapering off toward the top, well covered with turf. Deep jumping, high jumping, and hurdling may be done on, and off, and over this. Pole-vaulting from it may be taught. This gives opportunity for the much enjoyed frolic rolling of children. In winter, when it is covered with snow, it gives a fine start for the sled. It invites war games for the possession of the top of it.

The climbing tree, a straight tree no less than thirty feet high, made smooth, but not necessarily altogether even, is securely implanted. Its top is protected by a platform sufficiently wide not to allow its edge to be grasped by the climber. While this apparatus serves climbing primarily, until the ingenuity of the child makes it the center for other games, it furthers that type of climbing which is the normal and natural one, and which can be practised only on trees and for which the gymnasium climbing-pole gives no chance at all. Two of these may be made the end-supports of the playground swings, poles, etc.

The jumping stairs—wooden stairs of ordinary construction, leading with ten or twelve steps to a height of from six to eight feet either to a platform, or, better, to stairs of the same type leading down on the other side of the platform. If the sides of this are inclosed by boards, and a door cut in, it may be made the receptacle for playground hand apparatus. These stairs are surrounded on all four sides with sand, of at least six inch thickness. Any one who has ever watched the great fondness of children for jumping from stairs will know that the installation of this apparatus is only half completed before the children are

beginning to make use of it for broad, high, and deep jumping. It may once more be used to start pole-vaulting. Some tumbling may be done from it. On the solid side of it targets may be painted. The sand around it gives a good place for the sand play of small children, but also for a free bout of friendly wrestling of boys.

These pieces of apparatus cost but little to install, are well-nigh indestructible, cost therefore little or nothing for repairs, take up little space, lend themselves to a thousand and one uses at the hands of the playground instructor, and, what is still better, suggest as many and more uses to the child himself.

THE CHAIRMAN: In order to proceed with the program without delay, we will call upon Mr. E. B. DeGroot, Director of the Gymnasiums and Playgrounds of the South Park System, who will speak on "Recent Playground Development in Chicago."

Mr. DeGroot.

RECENT PLAYGROUND DEVELOPMENT IN CHICAGO

PAPER OF MR. E. B. DEGROOT

"Unparalleled in equipment and scope" were the words used by Dr. Gulick in expressing his appreciation of the Chicago South Park Playgrounds. This characterization was given expression to at the first annual convention of this Association held in Chicago in June, 1907, when Chicago's playgrounds were inspected and discussed by delegates and visitors from many different cities and states.

There was evidence of very general concurrence with Dr. Gulick in his characterization of the South Park Playgrounds, but there was just as general a query among the delegates as to whether Chicago had not overreached herself in her playground development—whether the north and west divisions of the city would follow the south division in similar development, or whether there would not be a return to the little cinder-yard

playground that had set the pace in Chicago until the advent of the South Park type of playgrounds.

The answer to these queries is that Chicago is not yet conscious of overreaching in this matter; there is no thought of a return to the little cinder-yard playground as a standard in type, and there is, on the contrary, a spread of the South Park type of playgrounds to the west and north divisions of the city.

The West Chicago Park Commission has been authorized to spend one million dollars for new small parks and playgrounds. The Lincoln Park Commission has been authorized to spend one-half million dollars for the same purpose. The South Park Commission has, since April, 1907, been authorized to spend three million dollars for further acquirement and improvement of parks.

With these funds available, the West Chicago Park Commission has opened two playgrounds and recreation centers similar in kind to the South Park type, and a third play park is in process of construction. A public golf course has also been opened by this park board.

The Lincoln Park Commission has opened one play park and recreation center similar in kind to the South Park type. A second play park and recreation center is in process of construction. The Lincoln Park Commission has also opened a playground out of funds not a part of the half-million dollar fund for new parks.

The South Park Commission has increased the areas of three play parks already acquired, and has acquired three new sites for play parks and recreation centers. Two sites will soon be improved with field houses, gymnasiums, baths, swimming-pools, playgrounds, running-tracks, ball-fields, etc., finer and more perfectly arranged and constructed than any in operation.

There is, therefore, this tangible evidence that Chicago is still going forward with the "unparalleled" type of playground development that was started by the South Park Commissioners in 1903.

The significance of Chicago's playground development, and the encouragement that may be gained by other cities from Chicago's success, is apparent when the different stages of development are traced. From 1893 to 1897 the Chicago playground movement was confined to individual efforts on the part of social settlements and their financial contributors in support of

their efforts. During this same period, however, the West Chicago Park Commission, urged by the German Turners, opened in one of the large parks an outdoor gymnasium and swimming-pool for both men and women.

In 1898 there was organized effort to give Chicago a system of schoolyard playgrounds, not under the management of the school board, but as a part of the vacation school movement created and managed by the women's clubs and supported by altruistic individuals and a special appropriation of one thousand dollars from the city council. This was the first official municipal recognition of the playground movement.

Official municipal efforts, following municipal recognition, were made the next year, 1899, when the mayor appointed the Special Park Commission (nine aldermen and six other citizens) to study and report upon the needs of Chicago with reference to small parks and playgrounds. This commission rendered a very comprehensive report and was instructed to continue its work by providing such playgrounds as the funds at hand would permit.

The Special Park Commission soon discovered, however, that the playground needs of Chicago were far greater than it, alone, could cope with. This commission, therefore, suggested to the existing park boards (three in number), operating independently of the city government, that they, with their greater power and resources, take up the playground movement and give to each of their respective divisions of the city adequate playgrounds. Acting upon this suggestion, and with the aid of the Special Park Commission, legislation was secured of the State legislator which enabled these park boards to acquire and improve new park territory. (The three park boards in Chicago are separate municipalities, deriving their powers from the State. They have absolute control of the parks and boulevards in their respective territories, independent, in every manner, of the city. This control involves matters of taxation, policing, lighting, maintenance, and all forms of ordinances respecting the use and control of the parks and boulevards.)

The South Park Commission was the first to take advantage of the enabling legislation. Beginning in 1903, the South Park Commission acted with such quietude, dispatch, and precision, and achieved such impressively good results, that many of the pioneer playground workers in Chicago have not yet regained their

normal vision after looking upon the work of the South Park Commission during the last four years.

These, in brief, are the three different stages in the development of Chicago's playgrounds as these stages relate to the propaganda, legislative, and acquisition aspects of the development.

Correspondingly interesting, especially to the student and supervisor of playgrounds, are the different stages of development that relate to the philosophy of playgrounds and playground possibilities.

Three stages may be noted. In the first stage there was little except vague thought concerning playground direction. There was sound conviction that a playground was necessary to keep children out of mischief and apart from the dangers of the streets and alleys, but there was not enough playground philosophy and skill at the helm to square with the conviction and make a real impression upon the problem.

In the second stage the dominant thought was to provide places in which children might play, even temporary playgrounds. In these playgrounds the philosophy of the movement was limited to a little discipline, a little first-aid to the injured, and a little help in play and "stunts". It was "nature faking" to attempt to supervise or direct the play of children, and it was ridiculous to attempt to devise attractive apparatus. Likewise, it was interfering with play to embellish the playground with shrubs and flowers.

The playground in this stage was merely a place in which children might play, a place where they might act and react upon each other without intimate contact with a stronger personality or the refining influences of cleansing and artistic equipment and surroundings.

The third stage is represented by the present South Park Playgrounds, where much of the playground philosophy advanced by this Association was anticipated and put into operation before the Association was organized—a stage and an achievement which added new significance to the term "public playground".

Chicago's present station in the playground movement has, therefore, been attained by three distinct groups of people and three distinct efforts and achievements by these groups.

The first was the group of earnest, altruistic individuals who raised the dead weight of indifference, who supported their own

convictions with their own money, and who urged the city officials to action.

The second was the Special Park Commission who investigated the needs of the city, a group of people who may properly be styled the official investigating, propaganda and legislative-framing group.

The third is the South Park Commission, whose contribution was a playground philosophy, an ideal equipment, and a concrete demonstration of playground possibilities.

Supplementing the efforts of the four park commissions who provide and operate all of our public playgrounds, recreation centers, play and athletic fields in the large parks, we have the Playground Association of Chicago, an association composed almost entirely of our pioneer playground workers. This Association, although only a little more than a year old, has assumed the following five tasks as a standing policy:

To promote the play spirit through festivals of play, sport, folk games, and national dances.

To investigate city conditions with reference to playground extension.

To secure more playgrounds and recreation centers.

To study and promote playground efficiency.

To encourage outdoor life and appreciation of the natural beauty around Chicago.

A public playground system, no matter by whom conducted, whether school board, park board, or city council, is peculiarly an institution wherein a great deal or a very little efficient work may be done with the general appearances being the same in either case.

A playground association composed of earnest and properly qualified men and women who are interested in and familiar with the philosophy of play, legislation for playgrounds, and the difference between records of attendance and records of efficiency, is a valuable adjunct to the official program of any city.

Such an association may not dictate policies or even directly suggest methods to be pursued by official bodies in charge of playgrounds, but it may disseminate knowledge concerning playgrounds, mould public opinion in favor of the best in playground work, and thus become a real leader in the movement.

There are two dangerous tendencies in the present stage of the playground movement which need counteracting forces,

such as may be applied by a playground association composed of courageous, sane, and business-like people.

The first danger is the exploitation of children in the playground movement by job- and power-seeking politicians.

Those who would raise their voices against the acquirement and administration of playgrounds for children are at once unworthy citizens.

Here, then, is the opportunity for men to acquire and administer an institution which you dare say nothing against, because it is in the interest of your children, but which, when you awake to the facts, is an institution acquired and administered primarily in the interest of individuals or an organization. This is what the men involved call "playing the game," but do not both our playground philosophy and experience call for a more careful selection of games? Is this a game we wish our children even remotely associated with?

The second dangerous tendency lies in the overemphasis placed upon acquiring playgrounds and the lack of emphasis or even appreciation concerning adequate maintenance and administration after the grounds are acquired.

The case may be likened to that of a group of men who resolve that they will form a manufacturing company. They proceed to build a factory, but wait until its completion before deciding what sort of goods are to be manufactured. It is finally decided that there is not a demand for new kinds of goods but that there is a demand for a better quality of all the goods that have been manufactured since the beginning of factory production. Operation of the factory soon reveals the fact that the building is inadequate, the cost of production too great, and that the factory needs a superintendent who knows the details of manufacturing. Retrenchment is ordered until the goods manufactured are as poor as those turned out in other factories.

Playgrounds acquired and operated without good business forethought and methods will turn out products no better than have been turned out by the street and alley playgrounds since the beginning of the city.

These are matters which independent playground associations, if they, too, are not exploiting children for selfish ends, may help to correct. These dangers are not fancied; they are real. They exist in some degree in all of the large cities where there are public playgrounds.

Chicago's contributions to herself in the playground move-

ment are definite, tangible, and increasingly good. Chicago's contributions to the country-wide movement are, if not definite, at least very suggestive. Recent developments suggest Chicago's courage and conviction concerning expenditures for playgrounds.

Chicago suggests that an all-year playground service is none too long. Juvenile mischief, delinquency, crime, the desire to play, and the necessity for physical and moral development are not peculiar to any particular season of the year; hence, the only adequate playground service is the all-year service.

Chicago's type of playgrounds suggests that the movement is vastly more significant than the common reference to teeters and swings for little children.

It is not the little children who find their way to the juvenile court. It is, rather, the boys and girls of 14, 15, and 16 years of age, whose lives, normally, are like volcanoes in action. Playgrounds suitable for little children are not strong enough in any sense to hold these boys and girls.

Chicago suggests that a playground service confined to school children is a very inadequate service, because in the large industrial centers, at least, the vast majority of children leave school to go to work as soon as the legal working age is attained. The fact that these children do leave school is all the more reason for a playground service that involves them at the earliest possible time in the scheme.

Chicago also suggests that our very inclusive term, "public playground", stands primarily not for swings and teeters, not for kindergarten and construction work, not for gardening and nature study, and not for an orthodox educational policy, but rather for *public recreation—a public recreation that has at one end the play of children and at the other end the relaxation of young men, young women, and adults.*

Strenuous as is the life of our people, the great danger in the American city is not in overwork, or in intense work, but in the relaxation of our people. Not until we care for the relaxation of the nation may we boast of a permanent and virile civilization.

The Chicago type of playgrounds, with indoor and outdoor gymnasiums, skating-ponds and swimming-pools, ball-fields and running-tracks, assembly- and dance-halls, club-rooms, reading-rooms, and refreshment service, suggests keen appreciation of George Eliot's dictum: "Important as it is to direct the industries of the world, it is not so important as to wisely direct the leisure (the relaxation) of the world."

Fourth General Conference

Wednesday Evening, September 9

Mayor GEORGE A. HIBBARD, of Boston, Chairman

On Wednesday evening prior to the opening of the Conference a series of miscellaneous playground pictures, gathered by Mr. Lee F. Hanmer, the Field Secretary of the Playground Association of America, from his southern and western tours, was shown; and also some motion pictures of folk dancing as taught in the New York City public schools. On the same evening, Mrs. F. W. Thomas, of Troy, N. Y., showed pictures of playground activities in that city.

Dr. Luther H. Gulick: We are told by the students of psychology that one of the fundamental differences between play and work is the state of mind. My father could never understand why my hands used to blister so much quicker on a hoehandle than on a baseball bat. The difference is a state of mind. Boston a state of mind!

We are very fortunate in having with us to-night the Mayor of the city that has had more experience with playgrounds than any other city in America. The whole playground movement in America is to-day in the stage that gold mining was some time ago, when the mere issuance of certificates was sufficient to insure the sale of the stock. The playground because it is a playground, we are all sure, is a good thing; but the years of experience will surely teach us that there are differences.

I trust that the distinguished Mayor of Boston, Mayor Hibbard, will have something to say to us for himself, not only in introducing the speakers and in presiding over the meeting, but something as to the result of the concrete experience of Boston in handling the tremendous playground system of that city.

Mayor Hibbard.

Mayor Hibbard, of Boston: Ladies and Gentlemen: When I accepted your very courteous offer to preside here, I did not understand that I was to do other than to introduce the speakers. Later your Secretary wrote to me, asking if I would touch briefly upon the marine playgrounds and bath beaches; and that I

will do later. But in what I have to say I would like to speak a word or two regarding playgrounds from the standpoint of the executive officer of the city. I can talk on that because I have intimate personal knowledge. By executive officer I mean the mayor, who in practically all cities, and in Boston in particular, has to make all arrangements for the playgrounds.

THE PLAYGROUND FROM THE STANDPOINT OF THE EXECUTIVE OFFICER OF THE CITY

PAPER OF THE HON. GEORGE A. HIBBARD

It was early suggested to me that an agreeable topic for this congress would be "The Development and Maintenance of Marine Parks and Bathing Beaches," and on that subject I will speak briefly before closing. I can, however, talk with greater confidence, because of a more intimate personal knowledge, on "The Playground from the Standpoint of the Executive Officer." By executive officer I mean the mayor, who, in practically all cities, and Boston in particular, has to supervise all arrangements for the purchase and construction of playgrounds and yearly maintenance.

All chief executives are, of course, in hearty accord with the playground movement. For that state of affairs associations such as this deserve great credit. But it is one thing to have even a hearty sympathy with the general theory of such a movement, and again to be certain to the extent of yearly allowing appropriations or loans entailing many thousands of dollars for its general advancement.

To go further, while we are all ready to contribute the sympathy, there are many who are in a state of uncertainty as to the best way in which to exercise it. We have before us problems connected with the work so serious that without a settlement a waste of public funds is apt to result. More important from your standpoint—there is the danger of a halt being called in the work itself.

The position of the chief magistrate in this matter is unique. He is called upon not only to make a decision as to the value of

the movement, but he must hold himself as judge of the returns to come to the city because of the money invested. No matter how extravagantly or wastefully a playground is equipped, there will be some children who will profit by it; but the responsibility must come to the mayor if, by allowing such extravagant expenditure, some other section of the city is deprived of equal conveniences. May I ask if you have fortified the city officials throughout the country with sufficient data for their general advisement in the work which comes upon them?

You must remember that the average mayor is brought into the playground movement by either one of two agencies or both—the playground enthusiast or the real estate agent. Have we not reached the point as city officials where it is direction, rather than inspiration, which we need? We all believe in playgrounds, but as chief financial officers we are anxious about the proper conserving of the money which we are to put into the work. I will put before you certain phases of the problem:

First.—In creating playgrounds, is not our primary obligation to the small child with his sand garden and baby swing, rather than to the grown-up boy with his baseball and football?

Second.—Is not the neighborhood playground of five or six hundred feet in area, and duplicated throughout the congested district, a better municipal investment than the field of large acreage?

Third.—And this relates to the theory of administration—in the haste of acquiring playground area, have we fully appreciated the equal responsibility of administering it?

In bringing these matters before the congress, I am not begging the question for my own city. I am proud of the work which Boston has already accomplished in the development of playgrounds. When I inform you that one-tenth of the entire acreage of the city is devoted to parks and playgrounds, that one-tenth of our park area is devoted to playgrounds, and that the city is maintaining a mile of its water front for beach bathing purposes, I know you will agree with me that Boston is not trying to involve the congress in any sophistical discussion.

The money invested in our playgrounds has reached a total of $2,528,050, and the yearly maintenance charge is now close to $60,000. These expenditures make it important that a decision be made whether our course in the past is the proper one for the future. My anxiety for a settlement of this question is

intensified by reason of the recent action of the City Council in authorizing additional loans, aggregating $165,000, for further extensions. The responsibility for the proper spending of this money rests upon me, and not until I approve can the loans, even though authorized by the City Council, be issued.

Taking up my first question, regarding the mission of the playground to the small child, I should inform you that the Boston development has been almost entirely in favor of the boy and young man. There are some twenty-one playgrounds scattered throughout the city, and in many of them no recognition of the sand garden has been made. Diamonds and football goals predominate. On certain of the fields and in certain districts this is preëminently proper; but even where accommodations have been provided for the small child, I cannot but regard it as unfortunate that his section is almost invariably the least conspicuous. Is this right? In securing large areas are we not creating "sportfields" rather than playgrounds? Is it not possible that unconsciously we have worked away from the original theory? I am not personally opposed to the idea of "sportfields". We have in Boston, Franklin Field, with an area of 77 acres, given over wholly to such diversions. It would be delightful, if circumstances were such, if a city could have one in every ward. My fear is, however, that we are in danger of developing these to the exclusion of the playground; and, as a financial proposition, Boston to-day is not in a position where it can afford to supply a double equipment for each district. With his bathing beaches, his parks, his indoor gymnasiums all available within a reasonable walking distance, even to a boy of ten years, is it not time to pay more particular attention to the very small child? Is not the most urgent call on the city finances, from a playground standpoint, that from the small child?

My second problem, as to the desirability of the five-hundred-foot neighborhood playground in preference to the larger field, can hardly be considered an independent question, since it is so involved with the problem just discussed. In providing money for any public improvement a most important question, from the standpoint of the executive officer, is its availability, or the amount of usage which will be given to it. A municipal bath-house with a thousand showers would no doubt attract attention, and the theory of its building would deserve respect;

but if never more than one hundred of the baths were put to any use, the wisdom of such an expenditure would be open to serious questioning. It appears to me that an almost similar line of reasoning applies to the larger playground as it exists.

Dr. E. M. Hartwell, Chief of the Bureau of Statistics in Boston, informs me that fairly accurate computation has shown that the usage of a municipal undertaking, such as a playground or bath, is practically limited to the radius of a six-minute walk. Assuming that our primal obligation is to the small child, this statement makes it apparent that no matter how large the area may be, it can never drain more than a small section of the surrounding territory. Because of similar information which has been brought to my attention, I believe—though I stand ready to be corrected—that our best development should be toward the five-hundred-foot area duplicated throughout the congested districts.

These, to my mind, should be given over wholly to the small children, the city's offering as a substitute for the streets. Within a few minutes' walk of the homes to which it caters, it should be a haven for the mother as well as the child. In the purchase of such land there would be much less trouble than in the taking over of large parcels. With a simplified method of purchase, the expenditure should be modest, and the chief executive who, because of the large amounts of money required in the first instance, is obliged to delay for years work which should be commenced at once, would be able to acquire these small lots from time to time. It would help in the solution of the congested district problem. A dozen modest playgrounds established in the course of a year would mean vastly more for the general happiness than the large area, taken only after a legislative struggle of three or four years.

Let me issue one word of warning: We have come into a time of lean years in municipal expenditures; the work of the Finance Commission in Boston and of the Bureau of Municipal Research in New York has educated the public into a demand for publicity in municipal affairs which will act as a constant check against extravagance in municipal outlay. Under the circumstances, I feel that the case can be argued out more successfully for the playground as I have sketched it than the more imposing one which has been the custom.

The third point which I intend to call to your attention is

whether, in our haste in providing playground plants, we have perfected the organization for administering them. I am anxious for suggestions as to the ideal organization for the control of such a plant as we have in Boston, costing as it does some $60,000 a year to maintain.

Playground government in the City of Boston (and this statement is necessary for the proper understanding of the problem) is in the hands of four different organizations, namely, the Board of Park Commissioners, the Board of Bath Trustees, the School Committee, and the Superintendent of Public Grounds. The services of these four authorities have been invaluable. They have developed enthusiasm and application; but we have reached a point where it is a question as to whether we should not now be receiving a larger return on the capital invested and the fixed yearly charges. The credit for first noting this must go to the Boston School Committee, which sought and secured from the Legislature the right to take over and administer certain playgrounds in connection with the school-house yards. This year the Park Commission, which is charged with the responsibility, set apart some $25,000 of its appropriation for the School Committee, and Dr. Thomas F. Harrington, Director of Physical Training and Athletics in the schools, was given charge. It was an experiment which was watched by all with interest and by myself with special attention; for I saw in it the possible solution of the problem of a proper grouping of the work under one head. I regret to report, however, that I am obliged to look elsewhere, for in his forthcoming report, Mr. Stratton D. Brooks, Superintendent of Schools, while enthusiastic over the results accomplished, gives no hope of a willingness to have his Committee take full charge. From the proofs of his report, copies of which he has kindly furnished me, I quote: "The brief experience already had leads to the belief that the School Committee ought not to attempt the control of parks used as playgrounds, but should limit itself to the control of play thereon by children of school age at such times and under such conditions as may be mutually agreed upon by the School Committee and the Board of Park Commissioners."

Here is where we are to-day in this matter. We have made lavish expenditures, but we have not as yet evolved a proper organization. The playground work, important, as we all admit, is only one of the minor duties of boards charged with

large executive responsibilities, and I put this suggestion forth simply as a possible solution: Create an entirely new department of recreation and gymnastics, or something very similar. This could be placed under the control of an executive superintendent who should have Dr. Harrington of the School Department as his coadjutor. In the event of such a creation, he should not only have charge of the playgrounds all over the city, but should also have supervision over the baths and the indoor and outdoor gymnasiums as well. Under such a system I can see a continuity by which the child would be passed from the sand garden to the district field, to the gymnasium and bath, to a healthful and happy manhood or womanhood. But it is not a problem to be settled without most serious consideration.

With relation to the development of marine playgrounds and beaches in Boston, I have decided to compromise. I have brought with me a number of photographs of this special development which tell the whole story of what we are trying to do better than any words of mine could describe it. One entire mile of Boston's salt water frontage is devoted to bathing beaches. In addition, we have parks along the water front which extend for a considerable distance. We have taken possession of Dorchester Bay, our larger inclosed sheet of water, and made it possible for people to drive along the water's edge for almost the entire distance. This has been an expensive development. In 1883 the work was started, and to date there has been spent the sum of $1,289,996. This stretch contains the famous L-Street Bath, which on holidays and Sundays during the summer months accommodates 15,000 bathers. This bath started originally as a district improvement and has grown gradually, until now it has become of service to the entire city. We have been endeavoring of late, however, to furnish the various water front districts with individual bathing accommodations. Accordingly, the Dorchester people are taken care of at Savin Hill and Tenean beaches, the Charlestown people at Dewey Beach, the East Boston people at Wood Island Park, and residents of the North End at North End Beach. The North End and Charlestown beaches were created only by condemning valuable wharf property, but I believe that it has proved a wise expenditure because of the benefits which have accrued.

I have brought over with me a set of photographs of a form

of water playground activity which I believe to be peculiar to Boston, and which I think will be of interest to everybody. They are the photographs of the Randidge Fund excursions. By the will of George L. Randidge, $50,000 was bequeathed to the City of Boston, the income of which was to be used for affording one or more excursions to the children of the poor of the city of all religious denominations during the months of July and August of each year. This $50,000 bequest was accordingly invested in one City of Boston 4 per cent. bond, thereby yielding an annual income of $2000 to be expended for this purpose. The first excursion was given in the year 1897, and they have been continued each year, with one exception, including the present season. In order to secure the largest return from this money two things were necessary: a cheap picnic place and a low transportation rate. The City Government took hold of the project and for the picnic grounds contributed Long Island, situated in Boston Harbor, and for transportation facilities the free use of a municipal boat. In this manner the one or two excursions which Mr. Randidge hoped for have been increased to 40 or 50. By securing voluntary attendants the advance has also been helped. The wisdom of this course has been fully demonstrated, as each year there are received more offers of assistance than can be accepted. The unit of organizations from which the children are taken are the different religious societies of the city, Catholic, Protestant, and Hebrew; by pursuing this method duplication is practically eliminated. The location of the grounds is a portion of the city's estate on Long Island, being a portion of the pasture land of the municipal almshouse. They are admirably adapted for this purpose, consisting of a good-sized hill, together with two beaches of considerable extent; upon the grounds are six buildings, inexpensive in character, but amply sufficient for the purposes required. The children leave the city at nine o'clock in the morning on the steamer "Monitor," arriving at the grounds about 9.45. Until twelve o'clock they amuse themselves in the swings, tilting boards, etc., play baseball, bean-bag, and other games, as well as playing in the sand and wading.

At twelve o'clock they are called by the ringing of a bell to the administration building, lined up in single files, the boys on one side and the girls on the other, and as they pass the windows each child is given a paper bag containing the following

luncheon: two ham sandwiches, one banana, two large cart-wheel cookies, and one pint of peanuts in a smaller bag inside, together with a large mug of lemonade. After luncheon these bags and the refuse are carefully collected and burned. At three o'clock in the afternoon the children are again called to the administration building, and in the same manner each child is given a piece of ice cream wrapped in paraffin paper, which dispenses with the need of spoons and dishes. At 3.45 they are again formed in procession and marched to the steamer, leaving the island at 4.15 and arriving in Boston at five o'clock. The total number of children taken upon the excursion this year was 13,846, at a per capita cost of 16c. There is but one paid attendant, the officer in charge. The Police Department furnishes an officer gratis, who accompanies all excursions from the wharf, and who preserves order and assists in the embarkation.

The Chairman: Now that the disagreeable part of my duty is over, it is with great pleasure that I will introduce a gentleman from Chicago who will speak on "The Relation of Playgrounds to Juvenile Delinquency."

Mr. Allen Burns.

RELATION OF PLAYGROUNDS TO JUVENILE DELINQUENCY

Paper of Mr. Allen Burns

In corresponding regarding this paper, the president of our Association wrote to this effect: "Many persons have theoretically maintained that parks and playgrounds are an important factor in the solution of the juvenile delinquency problem. But thus far no facts have been brought forward to support this contention. In your paper will you kindly give the first place to any facts which may bear upon this thesis?" Following our president's instructions, I have endeavored to collect and state a few cold facts, although it is much more difficult to present facts than to discuss theories and hypotheses in such a way as to interest and hold an audience. Consequently, you may be pre-

pared for a paper to which it may be hard to listen, but which contains, I trust, some figures important, if uninteresting. The unattractiveness of the discussion may be increased by it being necessary to give its substance as assembled and concentrated facts generally known as statistics. I realize that in using statistics I lay myself open not only to the charge of being uninteresting, but also to the charges based upon the principle that there are three degrees of lies: lies, ——lies, and statistics.

I. Limitations, Definitions, and Methods

That we may perfectly understand each other, it is first necessary to state certain limitations and definitions adopted, and to describe briefly the method used in the preparation of this paper. The facts presented have all been gathered in Chicago, and a claim for the truth of the deductions from these facts is made primarily for Chicago. For two reasons this limitation was necessary. First, Chicago was the only place available for the writer, where for a sufficient length of time such records of juvenile delinquency have been kept as could be studied in close connection with the establishment and conduct of a comprehensive system of playgrounds; *i. e.*, playgrounds have been projected into a situation of stable conditions and uniform records. Second, the South Park Playgrounds of Chicago present a system, to use again the words of our president, "unparalleled in scope and equipment". So Chicago's experience ought to be good evidence on what generally may be the possible relations between playgrounds and juvenile delinquency.

The paper must also be confined to the juvenile delinquency of boys, inasmuch as the general inquiry making possible this paper has not yet been completed so far as girls are concerned, and furthermore the relation of playgrounds to girls has been presented in another paper before this congress.

In this discussion playgrounds are understood to embrace three classes of such recreation facilities. First, the large metropolitan parks common to our bigger cities, containing ball-grounds, football-fields, tennis-courts, facilities for rowing and wading, and large commons for general games. In most cases these parks have been long established and, while costing perhaps few hundred thousand dollars, could not now be replaced for many millions. Second, the small playgrounds, such as the ones conducted by the Special Park Commission of Chicago. They are

equipped with swings, sand piles, giant strides, some outdoor gymnasium apparatus, a basket ball court, teeters, and a small open space for such sports as do not require as large a field as baseball, football, and track games, except that one ground is large enough for the latter games. To construct and equip such a playground costs from $10,000 to $20,000, and the operating expenses for a year average $1800. In the third place are the small parks conducted by the South Park Commission, which have been so generally described and discussed as not to need further comment before this body. They are the ones "unparalleled in scope and equipment", a typical one costing $220,000 to construct and $29,000 a year to maintain.

Juvenile delinquency as used in this paper does not assume to include all the boys whose deeds are reprehensible. It applies to that group of boys who have been apprehended in such wrongdoing as to bring them under the care of the Juvenile Court. The offenses accounting for most of these cases are, in the order of their frequency, stealing, incorrigibility, disorderly conduct, assault, and malicious mischief. Their ages range from seven to seventeen, the great majority, however, being more than eleven years old and the largest number of any age being between fifteen and sixteen.

The method in the preparation of this paper was a part of a general inquiry made last year by the Chicago School of Civics and Philanthropy into the social status and methods for the reformation and prevention of juvenile delinquents. This investigation was conducted by means of an appropriation from the Russell Sage Foundation, to which body acknowledgment is due for the facts contained in this study. This general inquiry considered the data furnished by all the cases brought into the Juvenile Court of Chicago in the first eight years of its history, from July 1, 1899, to June 30, 1907. These Court records, to be sure, supplied, as the only data pertinent to our subject, the location of the delinquents. In addition to the material furnished by the Court, however, all the cases for the fifth year, July 1, 1903, to June 30, 1904, were personally traced, their development noted, their family, economic, and social history ascertained, and from this mass of material have been selected such facts as relate to the question in hand.

An additional detail of the general method was especially useful for the purposes of this paper. Ninety per cent. of all the

cases for the first, fifth, and eighth years of the Court were indicated upon maps of the city by tacks placed in the blocks from which the delinquents came. The reason for placing only 90 per cent. of the cases upon these maps was that a map with as large a scale as was necessary for this work and covering the territory for 90 per cent. of the cases was as large a map as could be had that was practicable for use. Different colored tacks were used for the different years. By this device it was possible to determine exactly the distribution of juvenile delinquency and the geographical relation, at least, between juvenile delinquency and playgrounds. Besides, for the year specially investigated, all the successful cases were plotted on the same maps. By successful cases are meant those so improved as to be qualified for release from the jurisdiction of the Court. The statistics are compiled from actual counting of the cases on these maps for the different years, and thus it has been possible to determine the increase or decrease of delinquency and the percentage of successful cases in neighborhoods where the various kinds of playgrounds have existed or been introduced.

The writer is also under obligation to the park boards for information furnished through reports and statements of their officials.

Two other limitations should be borne in mind. First, the relation between playgrounds and delinquency can be, as the result of the method, only geographical except so far as the cases specially investigated furnished information based upon capable and reliable judgment. Second, the general inquiries reveal that there are two distinct classes of delinquents, the casual and the chronic. The chronic present the most difficult phases of the problem, and the importance of parental neglect and mental defectiveness as causes of delinquency leaves very little place in this class of cases for the influence of either the lack of or possession of playground facilities. Playgrounds, therefore, have their appreciable influence in the less difficult cases, that is to say, the casual, and must be considered as thus largely limited in their bearing upon the whole juvenile delinquency problem.

II. Thesis

With the above considerations understood, I propose to maintain the following thesis: The presence of parks and play-

grounds in a neighborhood is coincident with a decrease in the number of cases of juvenile delinquency and with an increase in the proportion of cases successfully cared for by the Court. Let me repeat: The presence of parks and playgrounds in a neighborhood is coincident with a decrease of cases successfully cared for by the Court. The three kinds of parks and playgrounds will be separately considered.

1. *Large Parks.*—You will recall that by large parks are meant the parks of the kind most common and longest established in our cities, and which, no matter how important in this connection, cannot be increased in numbers in the districts from which most delinquents come. For Chicago, it cannot be said that there is less delinquency in the neighborhood of such parks than in other neighborhoods where other things are equal. There are no other neighborhoods in Chicago where other things are equal. The large parks are in the districts of least congestion, more intelligent parenthood, greater protection from police interference, fewer mothers compelled to leave children in order to find them bread, fathers having more time with their families, more yards and other recreation facilities provided, more varied educational agencies, and a quicker detection of defectiveness. In these neighborhoods delinquency is scarcer in common with most undesirable external factors in life, and as a result of this scarcity and of the presence of desirable features, among which are the parks. Inasmuch as these parks are involved with so many other good influences, and as they have not been established within a period in which special study of juvenile delinquency has been made, it is impossible to say how much such parks account for the scarcity of juvenile delinquency in their neighborhoods. There is no such basis for comparison as if one such large park had been established in a neighborhood during the period for which juvenile delinquency statistics could be obtained. You may have your opinion as to the influence of such parks in this connection, as I have mine, but the writer's instructions were to stick to facts.

We are not quite so much at a loss in reckoning the contribution of such parks to the successful care of cases by the court. While for the whole city, 39 per cent. of the cases are successful, the proportion of successful cases within one mile of each of the six large parks to the total cases in the same areas is 46 per cent. It still might be said that these cases would have improved

anyway because of the large number of other helpful agencies surrounding them, but many of the cases in this 46 per cent. were those which moved into the vicinity of these large parks after the child was first declared a delinquent. And probation officers and parents have recognized the park as an important element in the child's improvement. Here is a typical case: This boy at nine years of age was brought into court on a charge of stealing and committed to an institution for a short term. A year later he was again arrested for incorrigibility, but left under care of the officer to whom he had been paroled from the institution. Three years after the second arrest he was again brought into Court for incorrigibility and committed to the institution where the less hopeful cases are sent. After his release his family moved from a neighborhood entirely destitute of recreation facilities to a location near Lincoln Park, which the boy has since used constantly as the place for spending his leisure. He has improved sufficiently to be released from court and causes no further trouble. Such cases as this, of which there are many, indicate that the better showing of park neighborhoods as to successful cases is due, in part at least, to the parks themselves. Thus we have in the matter of successful cases a possible index of the park's influence as we could not have where there was no opportunity to measure the decrease of delinquency in connection with the establishment of the park.

2. *Municipal Playgrounds.*—You will remember that these playgrounds are the small ones conducted by the Special Park Commission and generally without the facilities for such athletic games as are most attractive to the boys of the age of those who come into the Juvenile Court. While twelve such playgrounds are maintained, only seven can be considered in the study of the increase or decrease of delinquency between the years 1900 and 1904, because of the varying dates of their establishment. And only six, some included in the above seven and some not, can be considered in the study of the period from 1900 to 1907, for the reason given above and for the additional reason that three of these playgrounds are so close to the new small parks as not to have a separately distinguishable influence. It is hard to determine the territory over which these playgrounds should be expected to have an influence. Mr. Theodore A. Gross, supervisor of these playgrounds, estimates that 71 per cent. of the attendants reside within one-quarter of a mile and 90 per cent. within one-half

a mile. Taking each of these radii of efficiency, what answer is given to the question as to the effect of these playgrounds on delinquency? It is necessary to consider all these playground areas together, as to take one single area of one-half mile diameter gives too small a territory to be used for statistical purposes.

Between the years 1900 and 1904 there was a decrease in juvenile delinquency for the whole city of 29 per cent. Within the one-quarter mile radii of efficiency of the seven playgrounds established within this period there was a decrease of only 9 per cent. Taking the one-half mile radii the decrease was 8 per cent.

Apparently there was a 20 per cent. less decrease in the playground neighborhoods than in the city as a whole. But it is unfair to draw conclusions as to the relation of these playgrounds to delinquency from a comparison of the year 1899–1900 with the year 1903–1904. The practices of the Court changed so much in the first year of this period, and the first year so much antedates the opening of the playgrounds as to account for this unfavorable showing in the playground neighborhoods. To draw fair conclusions it would be necessary to compare the year after these changes in Court practice, which is also the year immediately preceding the establishment of these playgrounds, with a year some time after these playgrounds had been in operation, *i. e.*, the year 1900–1901 with the year 1903–1904. This the maps as prepared do not permit.

It is estimated that if a comparison for the whole city and for the playgrounds of the years 1901 and 1904 could have been made, the decrease in each case would have been about 9 per cent. This would indicate that these playgrounds have had at least no appreciable immediate effect upon the juvenile delinquency within their possible radii of efficiency.

Let us now consider the playgrounds which enter into the situation in the period from 1900 to 1907. The city as a whole showed a decrease of 18 per cent. between these two years. The playgrounds show a decrease of 24 per cent. when their radius of efficiency is taken as one-quarter mile, but where the radius is taken as one-half mile, they show an increase in delinquency in these areas of over 10 per cent. against the general decrease in the city of 18 per cent. Evidently the radius of efficiency so far as juvenile delinquency is concerned is less than one-half mile.

One further question as to the playgrounds. Have they any relation to the successful cases? Recall that the city as a whole shows 39 per cent. of the cases to be successful. Within the one-quarter mile radii of these playgrounds only 29 per cent. of the cases are successful, and within the one-half mile radii only 32 per cent.

Except for one figure, these playgrounds have had no apparent effect either in reducing juvenile delinquency or in contributing to the successful care of the delinquent. This is not surprising in view of the equipment of these playgrounds and the fact that they attract largely the boys younger than those who come into Juvenile Court. Yet it might be expected that in the long run the children having in their younger years the opportunity of these playgrounds would have greater chance to develop without becoming juvenile delinquents. This is borne out by the fact that when we take into consideration the long period from 1900 to 1907, and the smaller areas in which these playgrounds are possibly effective, it appears that juvenile delinquency has decreased 24 per cent., while delinquency for the whole city has decreased only 18 per cent. This seems to be the one point in which there is no relation between the small playgrounds and the decrease of delinquency.

3. *Small Parks.*—The small parks of Chicago's South Side are of especial interest in this discussion both because they have become such objects of general knowledge and interest, and because they were projected into the juvenile delinquency problem at a time when juvenile delinquency had been under careful observation for several years and the methods of treatment had become fairly fixed and uniform. In other words, in so far as these small parks entered as the only variant into situations where conditions were practically stable, any great variation in the juvenile delinquency could be more closely connected with the establishment of the small parks. One drawback in studying this connection is that the majority of these small parks were established in neighborhoods where the population has changed and increased greatly since the opening of these centers and the court has given additional attention. This is not true for all these small parks, however. Another difficulty is that it is hard to determine over how large an area these small parks can be expected to exert an influence. The South Park authorities are working upon an exact radius of efficiency, upon the

completion of which further figures as to the relation of these parks to delinquency will have to be compiled. These officials agree, however, that if these parks have any influence at all, it must be shown by taking a one-half mile radius of efficiency.

Before considering the comparatively small neighborhoods within such a radius, there are interesting figures for a much larger area. For the first five years of the Juvenile Court, the South Side furnished a practically uniform percentage of the total juvenile delinquents in the city. At the same time and for the succeeding three years of the Court, the population of the South Side maintained a constant proportion to that of the whole city, and was given a constantly proportionate amount of attention by the Juvenile Court and its officers. It is then most significant that while in the first year of the Court and still in the fifth year, the South Side furnished approximately 40 per cent. of all the delinquents in the city, two years after the opening of the small parks, and at the end of the eighth year of the court's work, the South Side furnished only 34 per cent. of the city's juvenile offenders. To put it in another way—after the small parks had been operating for two years, the South Side alone showed a decrease in delinquency of 17 per cent. relative to the delinquency of the whole city, while the rest of the city had increased its delinquency 12 per cent., a showing in favor of the South Side of a difference of 29 per cent. upon the supposition that without the small parks the South Side would have continued to furnish its due quota of court wards as compared with the rest of the city.

But to consider somewhat more restricted areas and ask where this decrease occurred. The South Side is divided into eleven probation districts, over each of which a probation officer is placed. Within reach of the children of each of districts 2½, 6, 8, and 9 at least two small parks have been established, and these districts may be said now to have somewhere nearly adequate play facilities. District 9 has a rapidly increasing population in a part of it farthest away from the small parks, yet this district shows a decrease in delinquency of 28 per cent. during the period when the delinquency for the whole city increased 11 per cent. Districts 6 and 8 may be taken together as a common neighborhood into which three small parks have been projected; here, too, the population has been rapidly increasing, and yet for the period under consideration these districts show

a decrease of 33⅓ per cent. District 2½ may be said to be one in which conditions have remained the most nearly uniform, and shows a decrease in delinquency of 70 per cent. All of these districts lie around the stock-yards, a part of Chicago supposed to be the hardest to improve, but the part of both Chicago and the South Side which has been most adequately supplied with play facilities. Taken as a whole, it shows a decrease of 44 per cent. during the period in which the small parks have been open and the delinquency for the whole city increased 11 per cent.

As suggested above, only three of these small parks are so located that the area within a one-half mile radius can be said to furnish such continuously uniform conditions that it is fair to estimate the effect of these parks upon juvenile delinquency. Taking these three areas together, they show a decrease of 28.5 per cent. It is interesting to note that two of these areas overlap very largely three of the playground areas of which it has been said that their effect upon juvenile delinquency between the years 1904 and 1907 could not be measured because of such overlapping. Giving these playgrounds a one-quarter mile radius of efficiency, they show in this alliance with the small parks a decrease of 50 per cent. from the year 1900 to 1907, and given a one-half mile radius, a decrease of 39 per cent.

To turn now to the relation of these small parks to the successful care of wards by the court. We can here consider the eleven small parks within a one-half mile radius of which the maps show cases of juvenile delinquency to have occurred. These areas show a proportion of successful cases varying from 33 per cent. to 100 per cent. For the areas taken together, the proportion of successful cases is 46 per cent. compared with 39 per cent., the proportion for the whole city, a showing of 7 per cent. in favor of the districts within one-half mile of the small parks. The South Side, taken as a whole, does not have any advantage over the rest of the city in its percentage of successful cases. It holds its own.

To sum up the case for the small parks, and the playgrounds and the large parks as well. A small park, such as those on the South Side of Chicago, can be expected to be coincident with a decrease of delinquency within a radius of one-half mile of 28.5 per cent., conditions of the neighborhood in other respects remaining stable. To provide a probation district with adequate play facilities is coincident with a reduction in delinquency of

from 28 per cent. to 70 per cent., or 44 per cent. as an average. In addition, over a much larger area the small parks have a tendency to decrease delinquency 17 per cent. Remembering that the small park areas made only a 7 per cent. better showing in the matter of successful cases than the rest of the city, it may be said that the small parks have been a greater factor in the prevention than in the reformation of the juvenile delinquent. For the playgrounds, the only indication of a helpful influence is the fact that in the long run and in the neighborhood very close to the playground, children seem to be so developed that a decrease of delinquency results—a decrease of 24 per cent. for such neighborhoods as compared with 18 per cent. for the whole city. There was no way of measuring the effect of the large parks upon the decrease of delinquency. They did show a helpful influence in the successful treatment of delinquents, there being 46 per cent. of successful cases within a one-mile radius. This is the same favorable showing of 7 per cent., as made by the small parks in a one-half mile radius. Upon these figures is rested the case for the thesis that the presence of parks and playgrounds in a neighborhood is coincident with a decrease of cases of juvenile delinquency and with an increase in the proportion of cases successfully cared for by the Court.

Last spring I was walking through a neighborhood a mile and a half from any playground. It was Saturday afternoon and the big boys home from work were playing ball and so had driven the youngsters from the only vacant lot left for play in the district. The "kids" had betaken themselves to the street, and one of them in his sport had his back to an approaching team. The driver, thinking his confines also had been trespassed upon, warned and reprimanded the boy at the same time by a cut from the lash of a long whip. The lad's cry of rage and resentment told of a very conscious sense of wrong and disinheritance which would be discharged along with the energy pent up by the loss of play opportunity. It was not hard to imagine that this combination would take slight account of whether its expression transgressed the law. It was a typical situation from which juvenile delinquency resulted so far as caused by lack of playgrounds. Again, on the 27th of last May, I stood in the Juvenile Court of Manhattan, and saw a boy arraigned for the enormity of making use of the public streets for a game of "cat," consisting of seeing how far he could knock a small stick pointed at both

ends. For this offense the Judge charged the boy with being as dangerous to society as are tigers and lions at large, and warned him that for a repetition he would receive the same treatment as these beasts. I submit that these two boys were more sinned against than sinning, and that they are typical of the juvenile delinquents whose cases have been adequately cared for, either by prevention or reformation through the establishment of suitable playgrounds, and we all prefer this kind of treatment rather than that for tigers and lions.

But there are citizens who will think of the cost of the small park—$220,000 to establish and $29,000 per year to maintain—the cost of $1.76 for establishment and 23 cents per year for maintenance to the property holder of $10,000. Ten times these amounts for the South Side of Chicago. And this thoughtful citizen may add that the South Side's 29 per cent. favorable showing represents only about one hundred bad boys saved. As a problem in "efficient democracy," I suggest that such patriots of the exchequer consider the cost to the public treasury of handling each case of juvenile delinquency. I hoped to be able to make such a comparison for Chicago, but the accounts of the county were not so kept as to make this practicable within the available time. I do not presume, however, that the cost of caring for delinquents would equal that of preventing them through the establishment of small parks. The approach of the former to the latter expense might be some solace to those who must make money the first consideration.

There is another point of view which maintains that no matter how great the cost, the value of the saved boy is inestimably beyond it. This point of view is suggested by that Master of practical life who knew full well the value of money, even of the widow's mite. For what shall it profit a city if it gain the whole world and lose the souls of its children?

THE CHAIRMAN: I take great pleasure in introducing Mrs. Heller, of the Douglas County movement of Omaha, who will speak on "The Playground as a Phase of Social Reform."

THE PLAYGROUND AS A PHASE OF SOCIAL REFORM

Paper of Mrs. Harriet Hickox Heller

A small street lad was recently confined in a hospital pending his recovery from the glorious Fourth. Not far from his cot lay a pale girl about his own age. She had a badly burnt arm that refused to heal. He overheard the anxious little mother's talk with the doctor. The doctor said, "No, you will not do; it must be some one in more vigorous health, nearer her own age." The mother, wiping her eyes, replied, "There is no one, and no money to pay for such a service." Later the boy got the particulars as to the delicate operation known as skin-grafting. "Two pieces of skin as large as a silver quarter," the doctor said, "taken from the back of a vigorous person"——"Does freckles hurt?" the boy interrupted, "nor tan?" Assured that they were no impediment, he said sturdily, "She can have some of my hide, if it'll do any good. But I'm awful freckled and tanned, been swimming so much."

He was not to be dissuaded from the service. So together into the ghastly operating-room they went, Sir Freckles making one only regret that "there was no more swimming for that summer," lest the tell-tale scar betray the secret.

The surgeon was greatly interested. "Honest now, Freckles," he pleaded, "why did you do this thing? Do you like that little girl?" "Naw! Hate her same as all girls." "Well, then why? Tell me. It was really a very brave, manly act." "Oh, cut it!" exclaimed the disgusted boy. "I don't know why I done it. Just done it!"

Recently, a fine-looking young man left his team in the street, sprang over the fence, and rang hurriedly at the side door of an imposing residence. "I want the small boy who just came in here," he said, with perfect courtesy, albeit very earnestly. He was assured that there was not a boy on the place. But he had just seen one enter. It took a few moments to investigate and substantiate the statement. The cook said a small boy with a basket passed through the kitchen. She had thought it the child of the laundress. The laundress said that her child was at home. Meantime a little bare-legged boy, with a

basket on his arm, had gone out the rear gate, down the back alley, and an irate American citizen was relating how he, driving on the streets, in the pursuit of his business (delivery for wholesale grocers), had been the target for several eggs thrown by this aforesaid unknown boy. Convinced that the householder was not a party to the misdemeanor and that the boy was out of reach, he went his way, and if the emanating vibrations which surrounded him were not quite harmonious, who can blame?

Being interested in boys, not only *what* they do, but *why* they do it, I followed "the matter"—to get from the offender a repetition of the answer of the hero, "I don't know why I done it. Just done it."

For three years I have sat through the sessions of our Juvenile Court and heard this pathetic, ungrammatical confession through all degrees of abject contrition and sullen stubbornness. It is a true and significant statement.

In the boys' own phraseology, "it's up to us" to know the why if we wish to increase deeds of nobility and heroism and decrease those of an unsocial character.

In some part we do not know why he does it. We know, even those of us who cannot say "when I was a boy," that he is expressing a tremendous life force. The problem of worthily expressing a great surging life force is not a new one. Those of us who have won gray hair and deep lines in a continued effort to "stay to the track," or very frequently to get back upon it, have earned the right to call things by their real names and open the way for a worthy and safe issuance of great, good, bounding vitality.

You and I know that Joe, the boy who threw the eggs, was actuated by no malicious desire to annoy the driver. He would just as readily have made a target of a telegraph pole, if only the pole could have chased him. It was the game of it that attracted him! He just *had* to have a little contest, and come out ahead if possible. He had a long line of quite unheralded ancestors whose ambition had been made keen by constant "getting ahead". They conquered the frost, the heat, the wild animals, the stubborn soil! The solid rocks were vanquished to shelter them.

This lad had "the getting-ahead vibrations" in his blood. Of course, his mode of expression was very poor. "Oh, he was a bad boy!" you say. "He knew better." Granted, an external

application of old-fashioned strap-oil would not have interfered with Joe's development and might have improved his manners; but, do you know, you and I are guided in action not so much by what we *know* as by what we *feel*. He felt a great inclination for that game of "catch me if you can." It was a tremendous emotion. You may have never known one half so great, and it pleaded a great need—the need of the game, self-expression, fun!

Joe's frolics had been rare. Like the rest of us who have *honest* records, his family-tree showed some defects. Whisky ruined his father, and a little scrap of a mother washed five days in the week for six of them. (Oh, yes, they had some help. In winter sweet charity furnished rather poor coal and very poor oatmeal regularly.) Joe stayed home a good deal tending the baby, getting the meals, doing a good many things, pending the time when the little stoop-shouldered mother should come smiling home. For that's the way she almost always came home, and I have sometimes thought that it was because of the persistency of that smile that there was enough left in Joe to seek "a lark".

But who is to arrange that Joe shall get a joyous vent for his activity? Who but those of us who find that living, not existing, has so "ironed us out" that our problem is to get vim enough to carry the burdens onward as ideal and necessity render desirable. We crave the service of conserving the initiative, the flood of energy plus, against the hour of need; Joe's condition is not so great a menace as if he had ceased to struggle for normal fun.

One important function of this new social institution is an escape valve for pent-up energy. We sometimes hear the term "reversion of type". Each child is a reversion of type, is he not? A young barbarian, and amidst the tinsel and spangled frills of a highly wrought civilization, he finds small opportunity to give free scope to his power, thereby civilizing himself by primal conquest.

The playground, then, has an opportunity as a reversion-of-type institution. It is not an unbroken forest nor an undeveloped field, but primal forces may work out primitive victories there.

It is clearly economically and sociologically practical to afford the young the opportunity to travel gaily through the

stage that their elders, both in family and community, have ever found trying. It is certainly psychologically and pedagogically sound to supply means of free activity during the time of rapid physical development, to stimulate achievement by exhibitions of strength and skill, and give opportunity for wholesome, unstrained social relation with his peers at a time when the awakening nature is not only most sensitive, but is most occupied in forming those ideals which become permanent life standards.

We seem to have thought by building a stronger dam and deepening the stream-bed we could force practically the whole life-stream into the cañon of intellectual education. But the dam breaks—the stagnant water floods us! There is a scent of disaster brooding about! Delinquency has become a problem of sociology, and deliquents (after a rather intimate acquaintance with them for several years, I am prepared to give expert testimony), 98 per cent. of them, are, in popular newspaper phrase, "just kids"—"kids who ain't had no chance".

Give the whole boy, not just the boy intellectual, a normal experience, and you will find a normal boy. Very few delinquents have had that normal experience. What is a normal experience? Well, enough nourishing food, sufficient clean air and water, an honest father and virtuous mother, a place to play, a little appreciated service to be rendered, a little chance at learning; and if something must be pinched off short, the boy can spare the formal "learning," for he is busy being educated every minute.

The best organized and most efficient institution whose privilege it is to supplement the homes, and in a measure supply the normal experience where the home is becoming too weak to function, is the public school. The ranks of the delinquent army are recruited from those thrown from the hopper of the public school mill. The children of more than normal energy and intellect, the slightly subnormal, the "born shorts," the nervous, the general misfits of the system, offer conditions meet for the propagation of malignant social cultures. With Vassar's president, I would plead for an adjustment, based upon the needs and ability of the child, rather than the extent of modern research and knowledge. And with contrition of spirit I beg to present the fact that the overpressure to force intellectual expression is a telling factor in producing delinquency.

"Lord, we thank thee for the blessing of a scarcity of brains,"

runs the couplet of a modern rhymster. It is pertinent thanksgiving! There is so little of us brains, and so much of us something else, that we are forced to consider the entire entity.

The playground to the rescue—to the rescue of the whole boy! We pedagogues are a good sort. We mean well, and while a little overdeliberate, taking ourselves too seriously, we are sincere and we may get an entirely new perspective of our end of the work from studying the child in the playground.

The adequate equipping of a reasonable number of playgrounds in our city would eliminate most of the misdemeanors arising from misdirected energy. This list is considerable, including the disturbing of venders, entrance of vacant houses, burglary, arson, street gambling, fighting, a fair share of neighborhood quarrels, certain thefts and gang work, and much general lawlessness. Let us cease to pride ourselves on being masters of *repression*, and become skilled in the art of expression. It is not enough to be without vices—let's attain virtues! A sufficient quantity of chloroform will, properly administered, make any boy good (?). We must learn to help him let the golden flood-tide loose, and still be good and do good!

This is the problem not only of every individual, but of every educational and sociological effort. The idea is revolutionizing the industrial and reformatory schools. It will reach the prisons. "Amusement" or, better yet, enjoyment, is stronger than vice and can strangle the lust of it.

But the constructive value of the playground is a second and greater element in its meaning as a factor in bettering social conditions. As soon as a boy has turned about three somersaults, one back handspring, and shouted as loud as he can,—in short, convinced himself that he is free,—he is ready to use his power to some purpose. Thus you bridle the winged steed and he becomes a happy and controlled worker. Through exercise he gets better muscles, through practice, greater skill. He gains perhaps some personal recognition, but is sure to gain a sense of pride in his team. He comes to recognize his responsibility for those younger and weaker, and to be responsible to those stronger or in authority. He is growing as an individual and as a citizen. He is not likely to begin this too early or continue progress too long. More and more is it becoming a delicate adjustment and serious consecration to be as good a citizen as the commonwealth needs.

In connection with our playground the self-governing organization of the boys and girls is known as the Juvenile City. It has been received among us with entire gravity and respect. Representatives of our city council and our mayor appear at all official functions of the playground, and each juvenile mayor has appeared before the city council of Omaha with business of his constituency, and has been given every attention and courtesy due to the head officer of a neighboring municipality. In response to the plea of the juvenile mayor this year, the council gave the first municipal support.

It is not an empty honor to be chosen to serve the juvenile public. It demands labor and sacrifice. The city electrician, a youth of twenty-one, has given all his Saturday half-holidays since identifying himself with the organization. It is his line of business, and he is efficient. The superintendent of grounds is a little younger, but is possessed of a pair of massive shoulders and a square jaw that render the most courteous requests effective.

These two boys, with their gang of fifty, calling themselves, from their favorite diversion, "the gallery gods," have this year for the first time become interested in the Juvenile City. They are valuable officers.

The newspapers give generous space to all Juvenile City items. Its elections are much advertised, its issues duly exploited, its officers' pictures adorn the public sheet.

Thus the busy city has paused to contemplate the normal joy and growth of the children, and the reactionary effect on the tense, rushing, struggling life has been felt. More grown-ups remember that pleasure is sane and relaxation vital; that not having, but being, is the real meaning of life.

The growing life of the child is not, cannot, be adequately expressed in play, at least in play that is only a physical and mental or spiritual creation. It also demands an expression in permanent form. This is, or approaches, work. (This subject was touched upon in last year's congress by Mr. S. T. Stewart, of New York City, who called this phase "the Kinderwelt.") If it is true that while the child's activity should under no condition receive the stamp of commercial value, it may at least have the recognition and dignity of service.

The playground may be the agency to produce the inspiration necessary to the solving of this need. This question of

something to do, for the half-grown, that he may be dignified by the sense of helping, and developed by the act of doing, is one of the questions before us.

The school garden reaches in this direction. The Detention School of Lancaster County, Nebraska, went into camp this summer near the Griswold Seed Farm. By the work of a few hours each day each boy earned his way and almost every one had something for himself. These straws point the rising wind. Will the future Juvenile City also be a juvenile commercial center?

The legitimate end of every playground is to become an all-year-round recreation center. Stories and moving pictures are already forming parts of our social evening. The natural development will be the popular lecture and the musicale, for music and its twin sister, rhythm, have no adequate recognition among us as joy bringers; then clubs, literary and political, or at least argumentative, and theatricals.

The most important of all these agencies is the theatrical. The young people who like to partake in dramatic work are usually persons of strong emotions and hence especially in need of high ideals, not so much of histrionic art, but of life; and under proper guidances a theatrical or dramatic club may in a high sense contribute to that worthy end. From such modest beginnings might grow a patronage for professional talent; a children's theater might come to be a playhouse where every word would be right, every play ennobling, and every actor worthy to be an acquaintance or possibly a friend. It would be worth living a hundred years to see so sane and powerful an agency at work.

For the theaters, which no one is really supposed to take seriously as a whole, are the greatest factor at work to-day in forming the social ideal. Not the grave, dignified drama, not the problem-play, nor Ibsen, not the high-priced places at all, but the cheap house and the vaudeville furnish the working basis for the youth in our cities.

A theological professor once thus addressed his class of students: "And now, my young friends, we are facing one of the gravest of problems; and now, my friends, having faced it, let us pass on." This is the usual procedure with reference to all delicate matters; but let us be eccentric and pause.

The playground's most vital and far-reaching service is in

forming a recreation center, a basis for social life; social life—the meeting of friends, men and boys, girls and women, young and old, but more particularly, to be quite frank, the meeting place for boys and girls, boys and girls who will in a short time be men and women. The dissolution of the homes of the masses tends to wipe out the proper, natural meeting-ground for young people. The poorer people, even in my own young western city, have no fit place for meeting and social enjoyment. (But oh, there are so many cheap, unfit ones!) Our society is based upon the theory that it is natural and proper for boys and girls, young men and women, to frankly respond to their interest in each other and enjoy themselves in each other's society. Poet, sage, philosopher, and cynic never tire of the theme of the subtle attraction. The man who loves his kind and the earnest devotee of religion are not less observant of this phase of life, and the children who frankly, the youth who shyly, seek without ceasing to learn its mystic secret, its ideal significance, are mainly left to guess it out unaided.

No more wholesome beginning can be conceived for social relations than the natural standard of the playground, that the body be a strong skilled tool for achieving. No better place to accept good standards and wholesome ways of pleasing; no better place to take instruction by inference, and perhaps the ways for definite and specific instruction will appear.

If the playground can put the much needed social training in reach of children whose opportunities are limited, this will be its greatest service. If it can give them opportunities to hear good music, and sing good songs, dance upon good floors, cultivate pleasing, kindly manners, imitate worthy examples, give heed to the high ideals of the novel and drama, in association of others of similar aim, it will be filling a great need felt in every community.

Based upon a close observation of Omaha's Juvenile City and a rather intimate acquaintance of what might be termed the frazzled edge of our social fabric, I believe the playground has come to function, not only as a vent for precious but barbaric energy; not only as a school for citizenship, perchance higher politics; not only as a laboratory where pedagogues may learn methods and economists read the signs of the times; not only even as the children's club and commercial center, but as a social dynamo gathering invisible, wasting force and transmuting it into vital, electrifying power that shall go thrilling and

throbbing to the remotest corners of the community, stirring to the achievement of better homes, better children, fuller and better lives, higher and more joyous living, which I take to be the most acceptable praise and glorification of God!

Owing to the lateness of the hour, the following paper by Professor Royal L. Melendy was not read.

THE PLAYGROUND FOR COUNTRY VILLAGES

Paper of Prof. Royal L. Melendy

The significance of giving this subject a place on this program lies not in any material difference between the city playground and the village playground, or in any greater or less necessity for the playground in the country village, but in the fact that in popular consideration the playground in the country village is a separate, unique, and possibly unnecessary part of the playground movement. From the standpoint of social pathology, which was formerly given greater emphasis in playground literature than to-day, there are undoubtedly distinctly different reasons for the establishment of the playground in these two types of communities. These differences have been discussed earlier in the movement. I shall not, therefore, seek to restate the peculiar conditions and temptations that tend to accentuate badness in the bad boy or girl in country village or city slums, for the emphasis in the playground movement has happily shifted from social pathology to social education, from saving the bad boys and bad girls who, after all, are relatively few, to training the social instincts of the normal boy and girl, incidentally producing a wholesome effect on the so-called bad children.

This shifting of emphasis from the playground to the play director, from breathing spots to play schools, from philanthropic interest in the child without a playground to educational interest in the educational value of all play, is increasing the value of the movement and tending rapidly to its extension without reference to geography or industry. We now recognize

that the necessity for the playground is as universal as childhood, and that the methods employed will differ about as much as child nature and but little more. The greatest thing about the playground is not the size of the plot of ground, nor the elaborateness of its equipment, but the presence and personality of the play director. The ultimate test of the playground movement is not the ease with which the general public may be educated and brought to its support, nor yet the generosity of the public, but the supply and educational efficiency of the play directors. So I find myself, you see, without a distinct topic for discussion, since the principal *raison d'être* of the city and village playground is one, namely, the purposeful direction of the social activities of the child from which he is unconsciously deriving the most fundamental and permanent elements of his education. I shall, nevertheless, continue speaking, borrowing the while from other topics, and requesting you to consider what I shall say as applicable to city and to country village alike.

The play school is the preparatory department of the school of experience. The Duke of Wellington's oft-quoted statement that the battle of Waterloo was won on the playfields of Eton is but a striking way of stating specifically that which we know to be true in general, namely, that that knowledge of human nature and those fundamental habits of social adjustment upon which success or failure depend are traceable directly to the field of boyhood's activities, and not to the schoolroom, where social life is more or less passive. Success in any business or profession the boy may enter depends not only upon his capital and technical knowledge of his profession or business, but also largely upon his habits of social adjustment. He must know how to deal with men. Frequently we read of statistics gathered to show that the youths who have received that rigid training in adjustment to one's fellows that is incidental to continued membership on the "Varsity" team or rowing crew, are more often successful in business life than the student recluse or "the brightest student in his class". The girl who has been permitted to pout and sulk in her play seldom becomes, in womanhood, an efficient member of her church "Ladies' Aid Society" or an harmonious member of the church choir. Qualities essential to social leadership among women are developed or stunted in the girl while at play.

I doubt if it is an exaggeration to state that a considerable

portion of the residuum of the child's education, that which sticks by him, that which becomes an actual part of the real life of the real boy, is acquired in the activities of his play life. The balance of this residuum of education, that which time has not washed away, is the ticketed and labeled education of the schoolroom. I would not minimize the latter, but I fear that we greatly underestimate the relative importance of the former. During a considerable portion of every day, and throughout the long vacation months, the children are left without other guidance than youthful caprice, to gather fruit from the tree of knowledge. From our own experience we know how much more readily this fruit is assimilated into the youthful system than the less tasteful canned and dried fruit of the tree of knowledge, prepared and served to us by trained specialists in educational dietetics. It is on the playground that those basic attitudes of mind that govern the boy's later conduct in the larger group, the community, are being formed while he is establishing and changing his relationship to his group as a whole and to its several members.

His sense of social values is the product of the social sentiment of his group, a sentiment that is by far the most powerful arbiter of his every act. Many a boy who dare defy his teacher or parents would shrink from incurring the social disapprobation of his group. His conception of the value or uselessness of fair play, for example, is not that which is taught him by precept, but is determined by the verdict—the final verdict that obtains in his little group. Nor does every group render the same verdict on the relative merits of success by trickery, of success by any means, if it only be success, and failure resulting from fair play or adherence to some principle. We older folk talk a good deal about the "square deal," standing firm for principle, etc., but I notice that success, after all, counts for—well, how much does it count for with us in our estimate of a man and in our treatment of a man? Under proper, efficient, social control (government regulation) of competition in business, fair play will pay, and its merit in business will then be recognized. Unregulated, it does not always pay, the unscrupulous minority in any industry having the power, through competition, to determine the moral standards in their industry. We publicly deplore the effect of this state of affairs upon the moral ideals of the youth, but in unregulated competition in

play we have exactly the same condition prevailing. Within a group, fair play may pay or it may not pay, there being no instrument of social control, and the standard being left largely to the chance moral qualities of the group leader, for he is the strongest of the forces in the formation of the standards of his group. This is equally true of the competition between two groups playing without umpire, director, or any regulating force, for adherence to certain ideals of fair play that may hitherto have obtained in one group will not last long if the abandonment of these ideals by the other group is giving them the victory. The final impression as to the relative merits of fair play left upon that boy by the countless illustrations of its workings in his daily games will, in all probability, determine the man's estimate. I have selected fair play simply for illustration, and might have used any other of the fluctuating standards of social morality. The boy is apt, as he grows older, to cast aside as academic, "old fogy," or impracticable the ideals taught him by precept in the home, school, or Bible-class if, in his experience with his fellows in play, these precepts do not "work". The child is daily, though perhaps unconsciously, testing the workableness of any precept according to whether or not it receives in action the approval or disapproval of his group, the little group that is the largest part of the world in which he lives and moves and has his being.

How is the social sentiment of the child's group formed? Its genesis is not at all unlike the genesis of public sentiment among adults. Most children, like most older people, are followers; some few are leaders. The social sentiment of a group of children is often far from being the average of the opinions of its several members. There is more often a dearth of opinions, and when there is a clash of ideas, it is usually loyalty and deference to the opinion and strength of the leader that determine the issue. Boys are hero worshipers. Boys demand satisfying action. Three prominent characteristics in the leader of the group of boys are: (*a*) ability to excel in the stunts that appeal to boyhood; (*b*) suggestiveness in finding something new to do, for "what's doin' next?" and "what let's do now?" are ever-recurrent phrases in the language of boyhood; and (*c*) physical strength to enforce his decision. Seldom are these three combined in a single boy, but to a greater or less extent these three essentials of boy leadership are present in

the leader or leaders of every group of boys. A high degree of morality is not a requisite of boy leadership. His leadership is due to forces other than moral qualities, but this leadership, thus acquired, is none the less powerful in the formation of the moral and social ideals of the group. These ideals are not the subject of pedantic discussion, but are the product of countless daily decisions on specific acts or questions as they arise on the play field.

I happened to be in a country village one evening last winter just as this fact had been brought home to many of its citizens by an experiment, undertaken by several of their business men. These men had become deeply interested in what they termed their "boy problem". A committee appointed by the Commercial Club had assisted a group of boys in securing and equipping rooms over a store and had turned these rooms over to the boys for a gymnasium and social club. Left to themselves, without purposeful leadership, this club of boys, many of them from the "best families," very shortly followed their old leaders, who were boys without high moral ideals, to say the least. Withdrawn by themselves from public gaze and under the same old leadership, the result was a distinct moral loss. The next move of the Commercial Club is equally significant, because illustrative of another feature of the problem of play leadership. They requested the four clergymen of the village, splendid men and leaders in their own circles, to take turn in spending an evening each at the club-rooms once a week, "overseeing the boys". The preachers agreed and started in, only to abandon the plan immediately as each found himself practically alone at the club. The chairman of the Boys' Club Committee of the Commercial Club reported to his organization on the evening I was present that one of the boys had told him in confidence that "the fellows didn't want the —— pinheaded preachers buttin' in."

The problem, then, in city and country village alike, is not one of playgrounds, but of play schools. The key to the situation is in the possession of the play director, the play teacher who possesses the qualifications requisite for leadership of a group of boys, namely, athletic ability, initiative in planning new stunts, and physical strength. In addition to these qualifications demanded by the boys (for these are but some of the qualifications that make leadership possible; are, in fact, only

the means of an end), the play director must possess pedagogical ability to use this leadership to educational ends, and must possess a personality that makes morality attractive. Boys form good ideals and establish right relationships quite as readily as bad ones. Deference to the opinion of the leader holds, whether the leader be the playground director or some bully that may formerly have dominated the group.

With the educational possibilities of the play school you are familiar. The following are among those that appealed most strongly to the school boards and commercial clubs in a score of country villages in a western state: (*a*) The development of loyalty to the group, the child's world, and coöperation for group welfare that are inevitably inculcated by properly directed team games, later form the basis of loyalty to and coöperation for the community. This development of the basis of civic pride and civic conscience is readily recognized as relatively more important than the knowledge of the form of village government. (*b*) The boy is quick to discover that there is far more pleasure in playing under their own group-imposed rules (formed, of course, under the direction of the play teacher) than there is in playing where each boy is a law unto himself, and where two or three have the power to "bust up the game". With but little or no suggestion from the director they can be led to realize that laws, after all, are but rules self-imposed by the "bigger bunch," the community, in order that they may get along better together and each have a better time. Too often the boy looks upon law as a hateful restriction of his pleasure, something that is to be avoided as often as it is safe to do so. From this to the consciousness, even though he is quite unable to express it, that larger individual freedom as well as social welfare is dependent upon group-imposed restrictions, is a step of very great value and quite within the possibilities of the play school. (*c*) Under the rules of such a game as basket ball, where unfair play is penalized and self-control at a premium, the child learns that fair play does pay. This is not true in unregulated competition in play or in business; it is true where the competition is in accordance with rules imposed by the group, the child's group in play, the government in business. In club organizations within the play school and in the final appeal to the play director, the child has an effective means of social control. The main business of the play

director is the development of citizenship through utilizing the innumerable opportunities his leadership affords of assisting in the decision of the many little questions of social ethics that arise on the play field and that, taken together, form the basis of the social ethics of the man.

It is of interest and value also, I believe, to note the attitude of the school boards and commercial clubs in the country villages referred to toward the establishment of playgrounds in their villages. The statement of the proposition without explanation or elaboration usually brought out a chorus of protests to the following effect: that a public playground or play school might be a good thing for the city, but not for the country village; that their village had no slums at all, few if any very bad children, and no children of decidedly criminal habits; that there were plenty of open spaces in which the children might play; that there was fresh air in abundance; and, as a final clincher, that the children played too much anyway. This misapprehension as to the scope and value of the playground movement arises from the fact that in the popular magazines and in the public press generally it is discussed as a philanthropic endeavor to secure breathing spaces for the children of the congested districts, and is further treated from the standpoint of social pathology rather than social education. It is frequently lauded by the press as a means of preventing bad children from becoming worse, rather than as an essential factor in the education of the normal child. But the same unanimity which marked the first outspoken protest of these men in the country villages when laboring under this misapprehension also marked their approval when the educational value of the play school had been set forth.

"The wide-spread extension of the playground movement to country villages throughout the land until social education is as universal as the teaching of mathematics and reading, is a possibility, but one that encounters two threatening obstacles at the very outset. These are, first, the enormous expense of a direct campaign of education if carried on solely by a voluntary association, such as the Playground Association of America; and, second, the present lack of competent play directors and the natural limitation placed upon the supply of professional play directors by the brief duration of the time in each year that their services are required. I believe that the path around these

obstacles, though not a short one, lies in both instances in the same direction, namely, in a vigorous campaign of education conducted by this Association, not in the thousands of country villages, but in the institutions for the training of public school teachers, the normal schools, and educational departments of universities."

The presence in the village school of one teacher, whether superintendent, high-school, or grade teacher, who has had the training and has the ability to organize and direct the play at the recess periods and noon hour, accomplishes two things: it secures the training of the social instincts of the children during the eight or nine months of the school year, and creates a public interest in directed play that will lead eventually to the establishment of the play school for the vacation months.

In a few villages I have found this systematic play direction during the recess and noon hours. The invariable testimony of the schoolmasters was that it had solved for them the question of school discipline; the testimony of parents was that "it is a mighty good thing for the children."

In one village the members of the school board were so impressed with the value of their superintendent's work with the boys on the play field that they had determined to fill the first vacancy in the ranks of the women teachers by selecting a woman trained in play direction in addition to her knowledge of the subjects she would be required to teach within the schoolroom.

The public school teachers are about the only class of persons from whom we can hope to draw in large numbers to fill the summer positions in country villages. Furthermore, the efficient play director must needs be an educator as well as an athlete. The positions in country villages are of such short duration (the three vacation months) that few people could be induced to take the necessary special training where such training would have to be taken apart from their professional training or regular occupation. With the school teachers this training would be taken as an integral part of their professional training at the normal school or teachers' college, and with them also the time of year and duration of these positions fit into, rather than interfere with, their regular work. The practice schools in connection with normal schools afford the natural laboratory for the training in play direction.

Play schools for the summer months established in the towns where the normal schools are located will form the object lessons essential for the spread of the propaganda in a state, for every community to which the play school proposition is presented will promptly inquire, "Can you show me a town of this size in the state where this experiment has been tried?" These normal school towns would form the centers for the propaganda in the several states.

As a means of propaganda we would then have—(*a*) the normal schools with their tremendous influence over the school system in their immediate sections; (*b*) the presence in a steadily increasing number of country villages of teachers directing play during the school year; and (*c*) the teachers' institutes.

In conclusion, I desire to emphasize the fact that the value of the playground movement lies less in the rapidly increasing facilities for more play than in the efficiency of the methods of securing social education through play, and the further fact that the necessity for play schools is as universal as the presence of childhood. I desire to present for the careful consideration of the Playground Association of America the following suggestions for playground propaganda in country villages. I would recommend, in addition to the publication and distribution of the report of your Committee on Course of Study for normal schools, the creation of the position of an additional assistant secretary whose function shall be to visit, in time, every normal school; to deliver a short course of lectures to the students; to meet the board of trustees of the school and work for the adoption of the suggested course of study and the appointment of an additional instructor, if necessary; to assist in organizing the play school as a part of the practice school; to meet the board of education and commercial club of the town in which the normal school is located and secure the establishment of a summer play school in that town; finally, to attend the teachers' institutes and organize the campaign of education for country villages in the state, securing, if possible, the establishment of a permanent section on "physical and social education" in the state teachers' associations.

Meeting of the National Council and Presentation of Reports

THURSDAY MORNING, SEPTEMBER 10

DR. LUTHER H. GULICK, Chairman

MINUTES OF MEETING OF THE NATIONAL COUNCIL OF THE PLAYGROUND ASSOCIATION OF AMERICA

At the American Museum of Natural History, New York City.

The meeting was called to order by the President of the Association, Dr. Luther H. Gulick.

MOTION: That the reading of the minutes of the preceding meeting of the Council be dispensed with. Carried.

Mr. Felix Warburg, as Chairman of the Finance Committee, submitted a report for the past year.

MOTION: That the report of the Chairman of the Finance Committee be accepted and placed on file. Carried.

The Chairman of the meeting reported that he had received from Miss Jane Addams notice that she could not be present at the congress and asked to be relieved from serving as a member of the Committee on Nominations. Mr. Clark W. Hetherington was appointed to take Miss Addams' place in the Committee on Nominations, the members of the Nominating Committee now being Mr. Joseph Lee, Chairman; Judge Ben B. Lindsey, and Mr. Clark W. Hetherington.

The Chairman of the meeting appointed the following Committee on Resolutions: Mr. George E. Johnson; Mr. George W. Ehler; Miss Amalie Hofer.

Dr. Henry S. Curtis, as Secretary of the Association, submitted a report covering the work of the past year.

MOTION: That the report of the Secretary be accepted and placed on file. Carried.

Mr. Lee F. Hanmer, as Field Secretary, submitted a report covering the work of the Extension Department up to September 1st.

MOTION: That the report of the Field Secretary be accepted and placed on file. Carried.

The report of the Treasurer, Mr. Charles L. Hutchinson, was read by the Financial Secretary.

MOTION: That the report of the Treasurer be accepted and placed on file. Carried.

Miss Grace E. J. Parker, as Financial Secretary, submitted a report of the financial work up to September 1st.

MOTION: That the report of the Financial Secretary be accepted and placed on file. Carried.

Mr. Clark W. Hetherington, as Chairman of the Committee on A Normal Course in Play, was asked to present the report of the Committee on Saturday morning; Miss Palmer, as Chairman of the Committee on Kindergartens, was asked to present the report of the Committee on Saturday morning.

A discussion of the suggestion of the Secretary in regard to the possibility of establishing a southern office for the purpose of promoting the playground movement in the South and studying conditions in this territory followed, the general sense of the meeting being that it would seem unwise to make any geographical division, but that the movement should be promoted for the country as a whole.

The revision of the constitution was then discussed.

MOTION: That the articles in the constitution having to do with the fundamental principles of the Association be taken up and discussed at this time, and that the balance of the constitution be referred to a committee, and that this committee be requested to report on Saturday morning. Carried.

MOTION: That Article 16 be adopted. Carried.

MOTION: That Article 22 be amended to read: "The Council shall be unlimited in membership. The members shall be elected by the Council itself, or by the Board of Directors, or by local organizations with ten or more journal members." Carried.

MOTION: That Article 23 be adopted. Carried.

MOTION: That Article 24 be adopted. Carried.

MOTION: That Article 25 be adopted. Carried.

MOTION: That Article 26 be adopted. Carried.

MOTION: That Article 27 be adopted. Carried.

MOTION: That Article 28 be adopted. Carried.

MOTION: That Article 29 be adopted. Carried.

MOTION: That Article 30 be adopted. Carried.

MOTION: That Article 31 be adopted. Carried.

MOTION: That Article 32 be adopted. Carried.

MOTION: That Article 33 be adopted. Carried.

MOTION: That Article 34 be amended to read: "The Board of Directors shall meet at least semi-annually, and at such other times as may be deemed necessary by the President of the Executive Committee." Carried.

MOTION: That Article 35 be adopted. Carried.

MOTION: That Article 36 be amended to read: "The Executive Committee shall elect its own officers." Carried.

MOTION: That Article 37 be adopted. Carried.

MOTION: That Article 38 be adopted. Carried.

MOTION: That Article 39 be adopted. Carried.

MOTION: That a committee of five be elected to report further on the constitution. Carried.

MOTION: That Mr. Joseph Lee be appointed chairman of this committee. Carried.

MOTION: That Dr. Henry S. Curtis be appointed a member of this committee. Carried.

MOTION: That Mr. Howard Bradstreet be appointed a member of this committee. Carried.

MOTION: That Miss Beulah Kennard be appointed a member of this committee. Carried.

MOTION: That Dr. D. A. Sargent be appointed a member of this committee. Carried.

MOTION: To adjourn. Adjourned at 1.45 P. M.

REPORT OF MR. FELIX WARBURG, CHAIRMAN, FINANCE COMMITTEE

Mr. Chairman, Ladies and Gentlemen:

As Chairman of the Finance Committee it is my duty to lay before you the report of our finances, which is bound to be dry as well as uninteresting to the hearer, and even somewhat painful if it is, as it must be, at the same time an appeal for funds badly needed if our fight for playgrounds is to be as successful as it has been so far. I say successful, because we were enabled to do the hardest pioneer work, not that playgrounds have been started in every place where boys congregate in larger numbers and for lack of play space band together for mischief. We trust

that this time will come and that, after a strenuous campaign of a few years, made possible by the generosity of the public, this Association may disband, having achieved the purpose for which it was started by a few enthusiasts.

The enlarged plan of work undertaken by the Playground Association of America during the second year of its history has brought with it financial obligations of corresponding proportions. The almost abnormal increase in the work and expenses of the Association has been justified, first, by the necessities of the playground movement and the consequent demands upon this Association; second, by the coöperation of the Russell Sage Foundation in the extension of the movement.

The exhibition of this Association at the Jamestown Exposition was made possible by a gift of $3,434.67 from the Russell Sage Foundation. In November, 1907, a fund of $20,000 for the extension of playground work was established by the Russell Sage Foundation, the direction of this fund to be in the hands of a committee consisting of the President of the Playground Association, Dr. Luther H. Gulick, Mr. Robert W. de Forest, Mr. John M. Glenn, and Mr. Lee F. Hanmer. When this fund was turned over to the committee, the Sage Foundation stated that the gift was made because they "were satisfied from the record of the past year that the Playground Association of America was performing a real service." It was further stated, however, that this money was not to be used for the current expenses of the work, but for extension purposes and for special features. An office was therefore opened for the extension work, the early part of November, at 624 Madison Avenue, and the Secretary, Mr. Lee F. Hanmer, placed in charge, all the expenses of this office to be met from the fund donated by the Sage Foundation.

Up to this time the general work of the Association had been carried on at the office of the Secretary, Dr. Henry S. Curtis, in Washington, but with the opening of the Playground Extension Committee and with the largely increased work to be undertaken by the Association the general headquarters of the Association were moved to New York City and an office secured adjoining that of the Playground Extension Committee.

The plan of work for the ensuing year was laid out along the following lines:

Study of playground equipment: Back yard. School yard. Municipal.	Estimated cost,....	$2,000
Study and promotion of playgrounds in institutions: Orphan asylums. Reform schools. Institutions for deaf, dumb, blind, and crippled.	Estimated cost,....	5,000
Study of a comprehensive plan of securing playground sites in different cities, making of maps, etc.	Estimated cost,....	3,000
Study of normal course for playground supervisors, to be introduced into normal schools, physical training schools, and colleges.	Estimated cost,....	1,000
Study and promotion of playground legislation.	Estimated cost,....	1,000
Library and museum.	.....	2,000
Publication of *The Playground.*	.....	2,000
		$16,000

For salaries:		
Secretary of the Association	$1,800	
Financial Secretary	1,500	
Printing and stationery	1,000	
Postage, express, and telegrams	1,000	
Office rent	480	
Furniture	500	
Stenographer	1,000	
Incidentals	100	
		$7,380
		$23,380
Income from advertising in *The Playground*	$2,000	
From Extension Fund Committee:		
For library	500	
Study of equipment	500	
Total		$3,000
Balance to be raised by membership fees and voluntary contributions		$20,380

A guarantee of $2200 toward meeting the expenses incidental upon the change of headquarters and to help the Association to get its work into operation in the new office was offered by the Playground Extension Committee, only such portion of this amount to be used, however, as should be absolutely necessary to get the work started. Of this guarantee, $883.51 was expended.

When the headquarters of the Association were moved to New York City, the bank balance and the cash balance on hand amounted to $75.99:

Receipts since that time have been from memberships and voluntary contributions	$5,864.22	
From advertising in *The Playground*	2,091.69	
Special gift from Playground Extension Committee for the publication of the banquet number of *The Playground*	1,600.00	
On account of guarantee from Playground Extension Committee	883.51	
Making the total receipts since November, 1907		$10,515.41
The expenditures have been for general running expenses	$9,723.84	
Shortage on account of banquet	97.69	
Making the total expenses		$9,821.53
And leaving the balance on hand at present		$693.88

Thus our tentative budget shows that we should have about $10,000 more to enable us to do justice to the field if it is to be worked to the best advantage.

The special funds of the Association stand as follows:

LIBRARY AND MUSEUM

Receipts, special gift from Playground Extension Committee	$500.00	
Expended to date	83.00	
Balance on hand		$417.00

STUDY OF EQUIPMENT

Special gift from Playground Extension Committee	$500.00

BANQUET FUND

Our banquet, which was such a great success in bringing us in touch with many new friends, has cost us $2,527.69

Receipt from sale of banquet tickets	$2,215.00	
By special contributions	215.00	
Making the total receipts		$2,430.00
Leaving a shortage of		$97.69

We have laid before you in as short a form as possible the statement of expenditures, and we are grateful that, through the help of the friends of our cause, we have been enabled to spend such relatively large amounts for this movement, which only a few years ago did not awaken any interest, when such untiring persons as Mr. Stover, Miss Wald, the pioneers of the

Open Air Playground Association—as the little band was then called—were nearly despairing about keeping the only playground in Seward Park plot going. To-day the public understands playgrounds, and will not allow the playgrounds on the roofs of the schools and the play centers in the schools to be closed. It was only through the enthusiastic efforts of a few members of the Board of Education, under their splendid President, Mr. Burlingham, who made the experiment to open the schools for recreation of the young people that a beginning was made. Now large numbers of young people spend their evenings in healthy rivalry in these centers and go home, perhaps, the proud winner in some friendly competition. Boys going home in such a happy frame of mind are not apt to loiter in the streets and to fall victims of gangs and other bad company. If we get, through your help, which we earnestly implore, the playgrounds to occupy and develop healthy citizens, we shall invest the money with which you entrust us on a basis that will bear interest, in a splendid way, which, as Chairman of the Finance Committee, would make me feel proud, though it may not be to your liking as far as income is concerned.

You cannot develop the young alone by everlasting "Don't do this or that"; give them enough playgrounds, under proper supervision, to enable them to grow up straight both physically and morally, and you will not be asked to contribute such large amounts for reformatories and similar institutions of correction.

REPORT OF DR. HENRY S. CURTIS, SECRETARY OF THE PLAYGROUND ASSOCIATION OF AMERICA

When our descendants shall look back upon the beginning of the twentieth century they will, I am sure, regard it as a period of remarkable social awakening. Doubtless they will wonder how we ever managed to endure previous conditions so long. They will say that about this time a number of social needs came to consciousness that had heretofore lingered in the background as nameless wants, and that unsatisfied hungers of the body politic came to consciousness.

Of all these social movements, none has arisen more rapidly from the realm of the spectral into the real than the movement for playgrounds. It is gaining momentum with each succeeding year, and even during the past twelve months the quickening of pace has been noticeable. It has changed from the steam car to the air ship, as it were.

I shall hardly venture to tell how many playgrounds there are in the United States or how many more there are than last year, how many millions of dollars we are spending on them, or how many more millions we ought to spend. From the nature of the movement complete statistics are impossible to secure, and the statistics of yesterday become past history to-morrow.

I found, from a calculation of the sums reported as appropriated in the fall, that we were then spending more than a million dollars a month for play. I doubt not that this sum has been considerably exceeded for the year.

From the statistics gathered by Mr. Hanmer with regard to cities of over 5000 population we find, in the place of the 66 cities maintaining playgrounds last year, that there are this year 177, an increase of 169 per cent. Of these, 69 are supported by voluntary contributions, 36 by boards of education, and 76 in some other way by the municipalities. There are, besides these, eight cities of less than 5000 population which are known to be maintaining playgrounds.

But the playground extension has not merely been extensive, but also intensive. The real progress is not wholly expressed by the increase in the number of playgrounds. There has been a general increase in attendance in all the cities from which I have seen reports, and there is a general tendency to keep the grounds open for a longer time. The season of the municipal playgrounds is being lengthened to cover nearly the entire year; and school playgrounds are being kept open after school in Boston, Washington, and Pittsburg. The playground day has been lengthened in Baltimore this year by adding an afternoon session to the previous morning session, and provision has been made for the lighting of certain playgrounds so as to use them at night in a number of cities.

That there has been a very great increase in playground equipment throughout the country is evidenced by the fact that two new manufacturing companies, that of Mr. Leland, of Templeton, Mass., and Mr. Reach, of Philadelphia, have started

up to meet this new demand. Spalding says: "Judging from our sales, I think it is a conservative statement to say that our playground business for the past year has doubled, and that the outlook seems even better for next year."

W. S. Tothill, of Chicago, says: "I have done about 200 per cent. more playground equipment business up to date for the year 1908 than for the year 1907."

This would look as though there had been three or four times as much playground equipment put up for 1908 as for the year 1907. This equipment has gone not merely to the furnishing of new playgrounds, but to a very considerable extent also to increasing the equipment of old playgrounds.

The question of the value of unsupervised playgrounds has been pretty definitely laid at rest. The unsupervised playgrounds at Duluth, Pawtucket, and Louisville were closed on account of public protests, and strenuous efforts were made to close several others that were insufficiently supervised.

Everywhere, especially with cities just beginning, the need for trained supervisors is a crying one. The new appreciation of the value of supervision has found expression in teachers' institutes, which have been held in most of the large school systems of the country, and in the increased emphasis given to the training of playground workers in most of the normal schools of gymnastics.

The most significant gain for the country, however, has undoubtedly been in the training which the teachers have received through experience from year to year. Thus the efficiency of playgrounds is increased merely by the process of time.

Another evidence of the increase of interest in playgrounds throughout the country is the large number of articles on the subject which have appeared in the magazines and papers. Romeike, in speaking of playground clippings, says: "I am quite sure we have sent at least three or four times as many notices on playgrounds as we supplied last year." He says: "This year the playground movement has extended all over the country. We have had to read the western and middle western papers. I have no doubt that the papers of at least 250 cities in the United States are now printing playground matter."

In November we placed an order with the National Press Intelligence Company for clippings on playgrounds. For the month of November we received 83; for December, 166; for

January, 307; for February, 410; for March, 780; for April, 930; for May, 1086; for June, 1500; and for July, 1566. While a part of this increase is due to the change of season, undoubtedly a very large portion of it is also due to increased interest. As the press represents the public mind pretty accurately, it would be hard to find a better index of the increase of public interest.

Another evidence of the growing interest is the forming of playground associations, many of which have become locally prominent in most of the larger cities of America.

Regardless of the criticisms to which Tag Day has been subjected, it has undoubtedly been one of the most effective means of awakening the general public to the movement. Tag Days have been held for playgrounds this year at Dallas, Texas; Philadelphia; Washington; Erie; Lyons, N. Y.; New Bedford, Mass.; London, Ontario; and Long Island City. It has proved an unusually effective means of raising money, and has made a sort of gala day in the city in which it has been held. It has been criticized as giving the children an opportunity to cheat, but it is not necessary that the children be employed at all. Four thousand dollars of the money raised in Washington came from the distribution of house and store tags which were put out prominently on these respective buildings, and at least five times as many might have been distributed if people could have been secured to have charge of them.

The house tag served as a sort of badge of good citizenship, a passover sign for the children's avengers. The store tags were probably worth their money as advertisements in the store windows, as they seemed to attract a good deal more attention from the people than much advertisement.

Another interesting development has been the number of playgrounds that have been contributed by wealthy men as memorials to home localities. The first gift of this kind to attract general attention was probably that of Richard and Sarah Smith of the play house in Fairmount Park, Philadelphia, in 1896. This year playgrounds have been contributed by Mayor Landis to New Britton; by Mr. Bill to the city of Springfield; by Mr. Burke to Marlborough, Mass.; by Mr. Richardson to Auburn, N. Y.; by the McCormicks to Chicago; by Cornelius and Patrick Mundy to Wilmington, Del.; by the Davis & Turber Co. to North Andover, Mass.; and by Judge and Mrs. Biddle to

Carlisle, Pa. Undoubtedly there have been many others which have not come to my notice. Many of the playgrounds of Germany have been furnished to the cities in this way. It seems one of the easiest and most appropriate ways for a man to erect a memorial to himself or a friend; a memorial which will be more permanent than a tombstone and quite as useful.

The movement for field houses has extended steadily, though slowly. There is now one field house completed in Los Angeles and another nearly finished; one in Dayton, Ohio; two in Pittsburg; and six new ones are being erected this year in West and North Parks, Chicago. Plans for field houses are under consideration in Washington, Newark, and Philadelphia.

The most significant developments in the different cities are as follows:

In Boston the playgrounds have been placed under the Department of Hygiene of the Board of Education, and 28 school playgrounds and 24 park playgrounds have been under the care of Dr. Harrington, with a fund of $83,000 for maintenance. Besides the usual playground activities, the children have been taught to swim at the beaches, and there have been regular storytellers who have gone from playground to playground to tell stories to the children.

In New York the Metropolitan Park Association has broadened out into the Parks and Playground Association, which has maintained during the summer seven playgrounds, eleven ball-fields, and a summer camp. The municipal playgrounds have been opened at night for the first time.

Pittsburg has this year adopted a playground plan calling for thirteen new recreation centers, several of which are to have field houses at a total estimated cost of $2,000,000.

In Philadelphia a very strong playground association has been formed, which raised about $20,000 on Tag Day this year. With this four new playgrounds have been equipped and a movement started for a model system.

Washington's congressional appropriation for maintenance was lost this year, but this was made up mostly through Tag Day. Eight new playgrounds were opened, making thirty-one in all. Through the playground plan drawn up in December three playgrounds were secured. These have been operated during the summer, and probably three more will be used next year.

Cleveland has a special Playground Commission, which has drawn an excellent plan for the development of recreation facilities for their city.

Milwaukee has acquired on long-term purchase a series of sites for playgrounds.

The South Park System of Chicago has enlarged three of its playgrounds and acquired three new sites. It has also extended the use of the larger parks for games and sports. They are planning buildings and equipment finer and better than any now in operation. West Park has opened two recreation centers similar to the South Park playgrounds, and three sites have been acquired. The Lincoln Park Commission has opened one recreation center similar to those of South Park and a second site has been acquired. The special Park Commission has opened two new playgrounds. The play festival of this year attracted wide attention throughout the country.

In Berkeley, Oakland, Alameda, Los Angeles, and San Francisco, California, there have been large appropriations for playground development.

The movement has taken a strong hold in Canada, and a good beginning has been made in Montreal, Quebec, Ottawa, Toronto, and Hamilton.

THE WORK OF THE ASSOCIATION

It is impossible to say how far the Playground Association of America has been responsible for this progress, but it is certain that its part has been considerable.

The influence of the first Playground Congress has been great. The play festival held in Chicago has started a very vigorous movement for play festivals throughout the country. Similar festivals have since been held in Pittsburg, Rochester, Newark, Buffalo, Columbus, Philadelphia, and Baltimore. The play festival of June of this year was much larger than that of last year, being attended by about 25,000 people, many of whom were from distant cities.

The papers of the congress were published in *Charities* of August 3d. The great interest which they aroused caused an extra edition of 7000 copies to be issued almost immediately, which was soon exhausted. These papers have been extensively reviewed in the press of the country, and have furnished

an important symposium of reference articles, more authoritative than had previously been at the public disposal.

The success of the Jamestown exhibit was naturally conditioned by the failure of the Exposition itself, and the small attendance, but the model of a home-made equipment, which was the center of the exhibit in the Social Economy Building, was awarded the diploma of a gold medal. This model, which was whittled out by Mr. Chase, the Athletic Director, has since been extensively exhibited throughout the country. It is to be regretted that the model was of wood rather than of steel, as home-made steel equipment can be furnished at only a slightly greater cost.

The playground exhibit was brought from Jamestown to New York, where it served as a nucleus of the playground museum.

In November the trustees of the Russell Sage Foundation made a very substantial contribution to the Association, and paid the expenses involved in moving the headquarters from Washington to New York, and the office rent at 624 Madison Avenue for one year. Miss Grace E. J. Parker was secured to raise the money, and the Secretary was invited to spend four months in New York, beginning December 1st.

The Sage gift, however, was not placed directly under the Association, but under an Extension Committee on which the Sage trustees and the Playground Association were represented. From this fund the services of Dr. Gulick and Mr. Hanmer have been secured, a campaign of publicity has been carried on through the press, and playground exhibits have been given at 53 conferences throughout the country.

In December, before going to New York, a comprehensive playground plan was drawn up for the city of Washington by the Secretary. This plan resulted in the immediate acquisition of three sites in Washington which have been occupied during the past summer, and in the location of several more, which will be occupied as fast as the money can be secured to improve them. It is probable that at least three more of these sites will be used next summer. Similar plans have since been drawn up for Pittsburg, Minneapolis, Cleveland, and New York.

One of the pieces of work which was outlined for the year was the movement to place playgrounds in institutions for dependent and delinquent children. This movement was started

in Washington by calling representatives of the trustees of all the different institutions for children together at one of the playgrounds. This single meeting resulted in starting three of these institutions to provide playgrounds for their children, and two of them have been operated during the summer, one by the Washington Playground Association and the other by the asylum itself. It is probable that at least three more will equip their grounds within the near future. It would seem that the children in these institutions are the most needy children, inasmuch as they have fewer amusements than others, and they lack the companionship with adults which supervised play furnishes. Our experience leads me to feel that it is also the easiest phase of the movement to promote, and that playground associations in the different cities may well take over the orphan asylums as a part of their regular field, and where public schools are maintained at them, the Board of Education may maintain them as regular school playgrounds.

One of the most conspicuous successes of the year has been the work of Professor Clark W. Hetherington in organizing a movement for playgrounds in 31 cities of the State of Missouri, as a part of the University Extension work in physical training. Great credit is due in this also to the very able work of Professor Royal L. Melendy, who did the promoting.

The work of promoting a model state law has been carried on successfully by Mr. Joseph Lee, and a law was passed through the legislature of Massachusetts which requires every city of 10,000 inhabitants to vote as to whether or not the city will maintain playgrounds. This is essentially a local option law, but it has been given wide publicity, and the mere idea of making playgrounds compulsory has given many people, who had thought of them merely as fads before, a new conception of the movement. It is probable that with a little wise promotion every city of 10,000 inhabitants will acquire one or more playgrounds.

On March 31st a dinner was given by the Association to Mrs. Humphry Ward at the Waldorf Astoria Hotel in New York City. At this function the largest assemblage of wealth and society that probably ever at one time met together heard the playground cause presented. The addresses were of notable value, and attracted much attention in the papers. This has undoubtedly been one of the important stepping-stones of the year's progress.

In April, Mr. Lee F. Hanmer, the Field Secretary, started on a trip of promotion to the Pacific coast. On this trip, which occupied a little over two months, Mr. Hanmer visited 51 cities. In nearly all of them he was able to arouse a strong interest, and in some playground associations were formed and playgrounds started for the summer. The result of this cannot yet be calculated.

Besides the work enumerated, many other lines of endeavor have been begun and will be brought to a termination at this congress, which will itself undoubtedly be the greatest achievement of the year and the greatest influence in extending and directing the movement.

Recommendations

From the most casual retrospect of the activities of the year it is evident that the general progress has been almost phenomenal. The rapid extension of the movement throughout the country has been remarkable. The experience of Professor Hetherington in Missouri and of the secretaries in their visits to various cities seems to warrant the belief that every city in the country that is not now maintaining playgrounds needs only a push to be started on the way; and that with a state secretary for the chief states who might devote his time to this work, or a sectional secretary for several states, nearly every city of 10,000 inhabitants in the country could be induced to make a beginning.

There is an especially great need to put a secretary in the field to arouse and interest the 50 cities of Massachusetts which must vote this year upon the establishing of playgrounds. With the right local agitation and publicity it should be possible to induce every one of these cities to make a start.

The greatest need of the whole country, however, is undoubtedly the section below Mason and Dixon's line, where the school terms are much shorter than in the North, and vacations proportionately longer; where the child labor laws are now turning out thousands of children from the factories; and where all social movements are conditioned by the race problem, the intense heat of summer, and the comparative, though rapidly diminishing, poverty of southern cities. A secretary should be put into this field to interest boards of education, superintendents of schools, Y. M. C. A.'s, women's clubs, and civic bodies

in the situation; to distribute literature, and seek to form playground associations. He should study conditions; report on what is being done on the financial situation, the condition of the school yards, of the parks, and the present use of them, and of other available areas; and recommend such methods of propaganda and such forms of playground activity as would be suited to the climatic and social conditions.

It would seem to be wise to appoint a committee to study folk dances and to recommend a list of large physical and social value suited—(*a*) to country conditions, and (*b*) to city playgrounds of various surfacing. This committee should prepare a report with recommendations for the next congress.

A committee should be appointed to study the field house with a view to simplifying and adapting it to smaller and poorer cities and villages, and especially to townships with township school systems.

Mr. Eckhart says, in speaking of the playgrounds of Chicago: "In these playgrounds lies the real beginning of the social redemption of the people in large cities." The greatest need of American life to-day is some common meeting-ground for the people where business might be forgotten, friendships formed, and coöperations established. The playground seems to have great possibilities in this direction. It is already the social center for the children, and it is coming to be so more and more for adults. If we can systematically encourage this tendency and organize our playgrounds accordingly, we shall do much to satisfy a great need. A field house in itself is a good beginning in the way of bringing playgrounds to adults. The play festival is another feature which brings in the parents, and more and more games for older people are coming to be added in most places. In many sections this year entertainments and fairs of one kind or another have been held on the playgrounds, and there is an increasing tendency for mothers, especially, to bring their small children and to visit with each other. A great deterrent to the use of playgrounds for adults is the name, which suggests that it is for children, and another is the lack of recreations for older people and the general lack of benches for the parents.

I should like to see a committee appointed to study the playground as a social center, and to recommend such modifications and additions as will enable it better to fill this need. Such an extension of its scope will be sure to increase its popu-

larity and assure to it such appropriations as are necessary for its proper maintenance.

Finally, it seems to me the general public has as yet scarcely come to a true conception of the financial needs of playground systems, and the size of checks that should be made out to them. A philanthropist who would think nothing of giving $50,000 to a college which reaches 500 students, would make out a check for $50 for a playground system that reaches 50,000 children and feel that he had been equally generous in both cases.

The tendency toward the contribution of playgrounds to cities is encouraging, but this Association ought to find some man who would leave it a legacy or a fund that would enable it to extend its work yet more rapidly. Two hundred thousand dollars for the expenses of state secretaries or sectional secretaries and offices would probably be sufficient to start playground systems this year in nearly every city of 10,000 population in the United States. In Germany the Central Games Committee is supported in part by the various cities that are interested, in part by a fund which it receives from the Commissioners of Education, and in part by a fund which comes direct from the Prime Minister. Probably this Association should not expect such public support at present. It has been generously treated by the public in the past, but yet more generous support would enable it to do a proportionately larger work.

Recommendations of the Secretary

1. That steps be taken by the appointing of a state secretary or other means to secure favorable action from the 50 cities in Massachusetts that must vote on establishing playgrounds this year.

2. That a secretary or investigator be appointed to study the section below Mason and Dixon's line with reference to its needs, and to recommend a suitable form of playground development and a feasible method of propaganda with a view to putting this sooner or later into the hands of a southern office with a special secretary.

3. The appointing of a committee to study folk dancing and recommend a list of dances suited to country conditions, to city playgrounds of various surfacing; and methods of its introduction into smaller places.

4. The appointing of a committee to study the field house

so as to adapt it to the smaller and poorer cities and villages, and especially to townships with township school systems.

5. A committee to study the playground as a social center and to recommend such modifications and additions as will enable it better to fill this need.

REPORT OF MR. LEE F. HANMER, FIELD SECRETARY OF THE PLAYGROUND ASSOCIATION OF AMERICA

About 90 of the 907 cities in the United States that have a population of 5000 or more conducted playgrounds prior to 1908. During the past summer 177 cities have had playgrounds in operation, and 118 others are seriously considering their establishment. This means that in a single year the number of cities maintaining playgrounds has been almost doubled, and one out of every seven of the remainder is in a fair way to make a beginning in the near future.

The first paragraph in the "Plan of Work" for 1908 of the Playground Association of America reads: "An effort to interest every American city in playgrounds and in a study of possible playground sites; then to coöperate in starting the work." This, together with the further development of playgrounds already established, has been the aim of the Extension Department during the past year.

There are many plans of supporting and conducting playgrounds, but practically all may be grouped under three general heads:

First, playgrounds maintained by voluntary contributions.

Second, playgrounds maintained by the board of education.

Third, playgrounds maintained directly by the municipality. Some cities are doing the work under two or even all three of the above plans. Local conditions have much to do with the method.

Sixty-nine cities have playgrounds supported by voluntary contributions; 36 cities have playgrounds conducted by the board of education; and 110 cities are providing for the support of playgrounds by city appropriations, usually through some

regular department like the park department. The above figures are given only for cities of 5000 population or more. The campaign was directed particularly toward this group. Of the cities having a population of less than 5000, 9 are known to be conducting playgrounds and 14 others are considering their establishment.

Many causes have united to bring about this great increase of interest and activity. One of the most direct causes was the first Playground Congress held in Chicago in June, 1907. There are plenty of indications that the interest aroused at this convention, both by the papers and discussions, and by the splendid exhibit of playground work that Chicago is carrying on, was taken back to their home cities by the visitors and delegates, and has been a source of a large part of the activity reported. The increased interest in city-planning during the last few years has also helped much to advance the playground cause. Cities have come to realize that it does not pay to go on growing in a haphazard manner until conditions of congestion develop that demand vigorous and expensive measures to remedy. They are finding out that it is better to plan the development of the city along right lines at any early date; and this means the establishment of parks, playgrounds, public baths, etc. Then, too, the increased appreciation of the value of play in the child's development has helped to direct attention to public playgrounds as a means of securing for the child this thing that is so much needed. The public schools are giving attention not only to formal gymnastics, but to play and games as a definite part of the school work. All these factors have united to help along the work that the Extension Department of the Playground Association of America has been endeavoring to do.

The work of the Extension Department began in November, 1907. An effort had already been made by the Secretary of the Association to find out what cities were conducting playgrounds, but difficulty had been experienced in getting satisfactory responses, so that the field was practically new. It was necessary, at the very beginning, to make a definite campaign to find out the status of the work throughout the country. Inquiry blanks were sent out to all cities of 10,000 population or over. In cases where replies were not received within a reasonable time, a second letter was sent, and if this failed, inquiry blanks were

addressed to other people in those cities. Names were secured from the list of members of the:

Playground Association of America.
Physical Education Association.
Young Men's Christian Association.
The American School Hygiene Association.
Amateur Athletic Union.
Also from lists of school superintendents.
" " " " settlement workers.
" " " " officers of civic clubs.
" " " " city officials.

A clipping bureau was also maintained, and was of great assistance in furnishing clues to playground activity or prospective work, thus making it possible to get into touch with local situations. All conventions of organizations that were in any way allied to playgrounds were taken advantage of also. Printed matter on playgrounds was distributed in all cases, and in many instances miniature models of playgrounds were exhibited and addresses given by representatives of the Association. This was followed up, in many cases, by sending printed matter to the lists of delegates attending these conventions.

In fact, every possible means was used for getting into communication with individuals in cities where playground work was being carried on or where there was any possibility of the matter being taken up in the near future. When a communication was once established, the department endeavored to assist by:

1. Putting those interested into touch with other cities that were conducting playgrounds successfully and that had problems similar to their own.

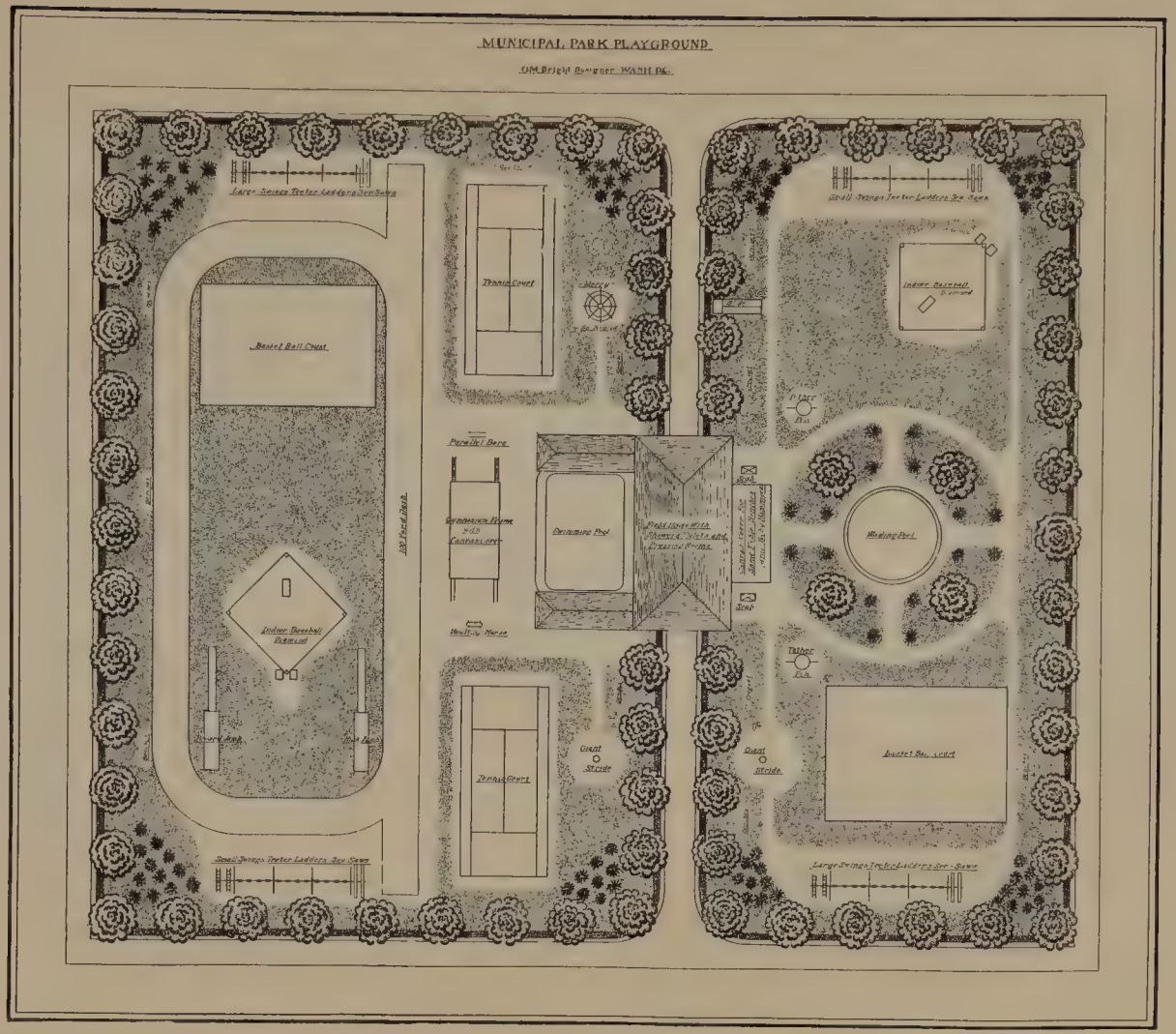
2. Furnishing material to local newspapers with a view to arousing public interest.

3. Sending out general articles on the value of properly conducted playgrounds to all newspapers of the country.

4. Furnishing printed matter to committees or individuals in charge of the work for distribution among those whose interest was desired, and where it would be useful to the movement.

5. Publishing in *The Playground* a section on "Playground Happenings," which served to arouse interest by showing what other cities are doing.

6. Loaning lantern slides with printed descriptions for use at public lectures.



MUNICIPAL PARK PLAYGROUND. PLAN OF MODEL EXHIBITED AT CONVENTIONS

7. Corresponding directly with committees and individuals who were carrying on the work—giving them suggestions based on the experience of other cities.

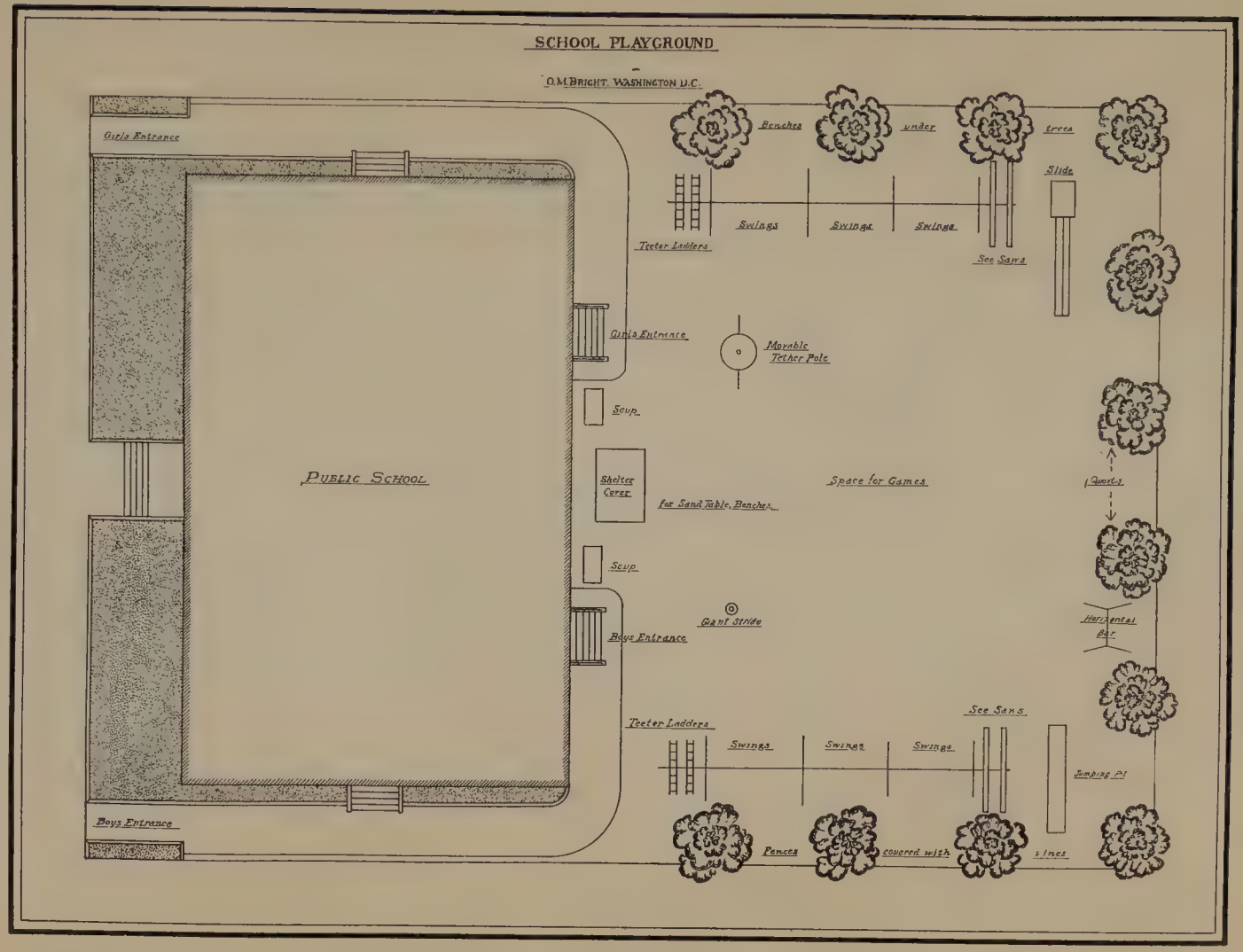
8. Personal visits where there was special need of outside help.

During the past ten months printed matter on playgrounds has been distributed at 58 state and national conventions. At 8 of these, miniature models of playgrounds were shown, and in a good number of cases a representative of the Association was on the program. Lantern slides for public lectures have been loaned to 11 cities; special copies of *The Playground* have been sent to 4893 people whose names were suggested by people in their respective cities; 502 individuals received and distributed packages of printed matter dealing with the value of playgrounds, their establishment and administrations; 7336 newspaper clippings were read, and the information they contained properly recorded; and personal visits were made by the Field Secretary to 59 cities. The fact that 3638 letters were dictated or written personally from November 1, 1907, to September 1, 1908, indicates somewhat the extent to which the work was carried on. Personal communications have in this time been sent to 1151 individuals. This does not include circular letters that were sent out to lists of members of the various societies.

It may be interesting to note briefly the general plan that was followed in personal visits to cities. Before going to any city, all available data on the local situation were gotten together from correspondence, reports, newspaper clippings, etc. Then the work to be done during the visit was set up in detail by correspondence. From the time of arrival in the city until departure the program was definitely planned. Thus it was possible to accomplish much in a short time. In fact, 51 cities were visited in this way from April 6th to June 16th. Of those, 28 have since made beginnings in playground work; 18 have extended and further developed the work that was already under way, or made definite changes in the plans of administration, leaving only 5 that did not go forward in some definite way. Committees were formed and conferences held with city and school officials, and others in a position to influence action were called upon. Proposed sites and playgrounds already under way were inspected and suggestions made. Those in charge were referred

to other cities having similar problems. Editors were called upon and interested as far as possible in the work, and public meetings for arousing general interest were held. The local press has without exception readily taken up the cause of playgrounds and been of very great assistance in bringing about definite action.

A few instances might be mentioned to illustrate the ready response that was given, and the ways in which assistance can be rendered on these visits. In one city it was the intention of the Playground Association to appoint an old G. A. R. veteran as supervisor of playgrounds, because he was a splendid old man, loved children, and needed an easy job. It was not difficult to convince those in charge that it is extremely important that an energetic, skilled supervisor should be employed. The suggestion was followed out. In another city the Playground Commission was desirous of getting the coöperation of the Board of Education in the organization of athletics for the school boys. A joint meeting of the Commission with the Board of Education was secured, the matter of supervised play and organized games for the boys and girls discussed, and without any difficulty the coöperation of the school board was secured. The city officials in a flourishing, up-to-date western city contended that playgrounds were unnecessary in their case because they had ample playgrounds connected with their public school buildings, and that a fine bathing beach was within easy walking distance of all the children. When they were shown that their playgrounds about the school buildings were not meeting the need, because the children were not allowed to use them after school hours for fear of damage to the school property, and when they were reminded that children were not allowed to use the bathing beach unless they were provided with bathing suits, and that many could not afford to so equip themselves, the city officials were ready and willing to take such action as was necessary to open and supervise playgrounds and provide a bath-house with suits for rent, and also some to be loaned to those who could not afford to pay for their use. A visit from some one outside of the city often offers an opportunity for the local workers to get their city officials to visit playgrounds for the first time. In one such case where the city had been doing very excellent playground work, but was in danger of having its appropriation somewhat reduced as an economic measure, the chairman of the City



SCHOOL PLAYGROUND. PLAN OF MODEL EXHIBITED AT CONVENTIONS

Council, while visiting the grounds, readily approved of the suggestion that these playgrounds should also be kept open during the evening for the accommodation of working boys and girls. He said that there would be no difficulty in getting an extra appropriation to cover this extension of the work.

After a city was visited the work was followed up by correspondence. Printed matter suggesting plans of work and drawings of playground equipment were also sent. The field has been large, and the response so extensive in general that the amount accomplished by the Extension Department has been limited only by time and force of available workers. Several cities that desired personal visits could not be reached during the past year, and already definite dates have been made with a good number for the coming season. The President, Secretary, and other members of the Association have made visits and given addresses, thus aiding materially in the general progress.

A system of records has been worked out at the office that makes available on short notice all the information that has been gathered concerning the local situation in any city. For instance, all the correspondence from a given city is filed in the same section. The newspaper clippings from that city are filed together in loose-leaf binders, and an envelop is also on file containing pictures, reports, etc., from that city. A record card is kept for each city, containing, in brief form, all the important facts concerning the playground movement in that place. A campaign of publicity has been carried on by sending to all the newspapers of the country copies of *The Playground*, various pieces of printed matter that are of general interest, and special articles. Also material has been sent to local newspapers, dealing definitely with the situation in that locality or in similar localities. Newspapers have been very ready to give space to such matter, and have thus aided very materially in the extension of this work.

One of the great needs in playground work at the present time is trained supervisors, directors, and teachers. The demand for men and women with this sort of equipment is so recent and extensive that the supply is at present inadequate. This Department endeavored during the past year to get the names of all available playground workers and to make known these names to those desiring their services. To this end a list of

68 local secretaries to whom requests for teachers might be sent was secured from the normal schools and colleges of the country, and this list was published in successive numbers of *The Playground*. Along with this was also published a list of those desiring playground teachers. All the names of individual workers that could be secured were placed on file at the office, with a statement as to their training, experience, kind of work desired, and references. During the spring this list was mimeographed and sent out to all cities conducting playgrounds.

It is hoped that the Committee on Normal Courses for playground teachers will be able to prepare a suggested course that may be adopted by a large number of normal schools and colleges, thus making it possible for those desiring to do playground work to get definite instruction along this line. One normal school is planning to make a beginning in this connection by conducting a public playground in connection with its practice department, in order that teachers intending to do playground work may have an opportunity to get actual experience in supervision and instruction. Summer schools are also aiding by offering playground courses.

A supply of competent playground workers is fundamental to the success of the movement. Playgrounds are to a certain degree on trial, and their successful conduct will have much to do with their progress throughout the country. The most effective argument for public playgrounds is a playground well conducted.

Another problem in the playground work is that of equipment. When the work is first started there is usually a very limited amount of money available, and the question at once presents itself of just how much of it should be spent for equipment and what pieces of apparatus are most needed. The Committee on Equipment of the Playground Association will render a very great service to the cause if they will outline practical plans of equipment for cities of various size, giving detail of construction and expense, and showing what pieces of apparatus are most necessary and where they can be secured. But the right kind of a supervisor is far more important than the right kind of apparatus. Well-equipped playgrounds may fail absolutely to accomplish the thing for which they are established. A competent supervisor with even a small playground and little or no

equipment will invariably secure results that will be approved by the community.

The problem of controlling playground apparatus after hours is a matter that is causing much annoyance. It seems to be necessary that the equipment be so arranged that it can be taken down or locked up at night, or that the grounds be so fenced that they can be closed when the supervisor leaves for the day. Otherwise they serve as a meeting-place for undesirables, and bring criticism upon the playground that it does not deserve.

One of the chief necessities in the equipment of playgrounds is sufficient shelter from the sun. Playgrounds are conducted chiefly during the summer months, at a time when very few of us would feel inclined to spend the day in vigorous physical activity on an open field in the scorching sunshine. It is a noticeable fact that playgrounds, well equipped and beautifully laid out in all respects except that of providing shade, are often practically deserted by the children on the hot days, and evidently for that very reason. They congregate in good numbers in the shade of nearby buildings and in narrow alleys, simply because it is more comfortable there. Playground teachers invariably report a much larger attendance on cloudy days than on bright, sunshiny ones. Therefore, let us have shade trees, and plenty of them, on the playgrounds; and where this is not possible, sheds and awnings can be erected that will help very decidedly. Wading pools and baths should also not be overlooked.

There ought to be a larger use of school buildings and grounds as play and recreation centers, and consideration can well be given to evening hours at the playground for working boys and girls. Playgrounds are also kept open to good advantage in many cities during the spring and fall. There is no reason why they should not be as largely used after school hours during this time as at any time during the summer.

Although a few of our cities have been conducting playgrounds for a number of years, the movement, as a whole, throughout the country is comparatively new. The interest is sufficiently extensive, however, to warrant that emphasis during the coming year be placed more on intensive than extensive work. As many as possible of the 118 interested cities should be helped to make beginnings, and those that are already under way should be aided in bringing their work up to a higher standard. Our

congress can help much in this respect, for by an exchange of plans and experiences we are enabled to make use of the best ideas and to avoid costly mistakes.

REPORT OF MR. CHARLES L. HUTCHINSON, TREASURER OF THE PLAYGROUND ASSOCIATION OF AMERICA

For the year ending September 4, 1908

GENERAL FUNDS

Receipts:

1907			
August	Dr. Henry S. Curtis	$362.51	
	Seth T. Stewart	8.00	
Sept.	Dr. Henry S. Curtis	77.00	
Oct.	" " "	12.00	
	American Sports Pub. Co.	216.66	
Dec.	American Sports Pub. Co.	108.29	
	Narragansett Machine Co.	324.99	
1908			
Jan.	Grace E. J. Parker, Fin. Secy.	797.70	
Feb.	" " " " "	684.93	
Mar.	" " " " "	292.50	
Apr.	" " " " "	695.10	
May	" " " " "	1,502.57	
June	" " " " "	427.05	
July	" " " " "	2,635.05	
August	" " " " "	2,121.97	
			$10,266.32

Disbursements:

1907			
August	Sundry vouchers	$142.77	
Sept.	" "	250.64	
Oct.	" "	247.44	
Nov.	" "	21.57	
Dec.	" "	389.58	
1908			
Jan.	" "	327.97	
Feb.	" "	754.92	
Mar.	" "	1,163.85	
May	" "	1,407.03	
June	" "	794.40	
July	" "	617.19	
Aug.	" "	3,556.39	
	Amount transferred to "Banquet Fund"	57.69	
			$9,731.44
	Balance on hand		534.88
			$10,266.32

BANQUET FUND

Receipts:

Apr., 1908	Grace E. J. Parker, Fin. Secy..	$2,286.66	
June	" " " " "	5.00	
		$2,291.66	
	From general funds.....	57.69	
			$2,349.35

Disbursements:

Apr., 1908	Vouchers.....	$2,246.85	
June	"	102.50	
			$2,349.35
	Closed.		

JAMESTOWN EXPOSITION FUND

Receipts:

Aug., 1907	Dr. Henry S. Curtis.....	$2,809.28	
July, 1908	Grace E. J. Parker, Fin. Secy.	43.64	
			$2,852.92

Disbursements:

Sept., 1907	Sundry vouchers.....	$817.29	
Oct.	" "	450.43	
Nov.	" "	1,100.00	
July, 1908	" "	485.20	
			$2,852.92
	Closed.		

CONGRESS FUND

Receipts:

May, 1908	Grace E. J. Parker, Fin. Secy.	$100.00

Disbursements:

June, 1908	Frederic B. Pratt, Treas.....	$100.00
	Closed.	

LIBRARY FUND

Receipts:

Jan., 1908	Grace E. J. Parker, Fin. Secy.	$500.00

Disbursements:

Mar., 1908	Vouchers.....	$43.30	
May	"	24.20	
June	"	4.90	
Aug.	"	10.50	
			$83.00
	Balance on hand.....		417.00
			$500.00

SAGE SPECIAL FUND: EQUIPMENT AND STUDY

Receipts:

Jan., 1908 Grace E. J. Parker, Fin. Secy.	$500.00

Disbursements:

None.

Balance on hand	$500.00

SUMMARY

Funds	Receipts	Disbursemtens	Balances
General funds	$10,266.32	$9,731.44	$534.88
Banquet funds	2,349.35	2,349.35	
Jamestown Exposition	2,852.92	2,852.92	
Congress funds	100.00	100.00	
Library funds	500.60	83.00	417.00
Sage special fund	500.00		500.00
	$16,568.59	$15,116.71	$1,451.88
Balance on hand		1,451.88	
	$16,568.59	$16,568.59	

Chicago, September 4, 1908.

REPORT OF MISS GRACE E. J. PARKER, FINANCIAL SECRETARY OF THE PLAYGROUND ASSOCIATION OF AMERICA

SEPTEMBER 10, 1908

The work of the Financial Secretary with the Playground Association of America began the last week in November, 1907. It was necessary to devote the first two or three weeks to the furnishing of the office, the preparing of printed matter, stationery, circulars, etc. The first circular prepared by the Financial Secretary, "Important Opinions," included the opinions of leading educators and philanthropists concerning playgrounds. The next was a brief illustrated circular stating the object of the Association, its plan of work, and financial needs. Twenty thousand of each of these circulars have been printed and have been used, not only in connection with the financial work, but also with other printed matter, for conventions and publicity purposes. The first appeal for support by the Financial Secre-

tary was sent out December 18, 1907. The contributing constituency of the Association during the preceding year and nine months, or from the time the Playground Association of America was established in 1906 until December 15, 1907, had been $2,350.85 for the support of the work. The total cash receipts in contributions and memberships from December 20, 1907, to September 1, 1908, were $5,864.22 (not including gifts from the Sage Foundation Committee). In addition to the cash receipts, pledges for $215 have been received, making the total amount secured in gifts and pledges for the general expenses $6,079.22. Adding to this amount special contributions of $215 toward the expenses of the banquet to Mrs. Humphry Ward, makes the total amount secured in voluntary contributions since December, 1907, $6,294.22. Of this amount, $1600 represents renewals of gifts or memberships received during the first year of the work; former gifts were increased by $608, and $3855 came from persons who had not before contributed to the work. This latter amount includes one gift of $500 from Mrs. Samuel B. Duryea, who has been enrolled as the first life member of the Playground Association of America; one gift of $250, two pledges and eight gifts of $100 each, seven gifts of $50 each, thirty-three of $25 each, and the balance in smaller amounts. Three hundred and twenty new friends for the Association have been secured, making the total number at present enrolled upon the list of the Association 82. The banquet given for Mrs. Humphry Ward, March 31, 1908, attracted much attention to the Association and its work from all parts of the country, and several contributions have been received as a result.

STATEMENT OF RECEIPTS AND EXPENDITURES

The bank balance and cash on hand December 20, 1907, amounted to.....	$75.99	
The receipts from all sources since December 20, 1907, have been from:		
Contributions and memberships.....	5,864.22	
Advertising.....	2,091.69	
Special gift from the Extension Fund of Sage Foundation for publication of the banquet number of *The Playground*....	1,600.00	
On account of guarantee of $2200 from the Extension Fund of the Sage Foundation.....	883.51	
Making the total receipts.....		$10,515.41

The expenditures have been:

General running expenses	$9,723.84	
Shortage on account of banquet	97.69	
Making the total expenditures		$9,821.53
And leaving a balance on hand September 1, 1908		$693.88

The special funds of the Association are as follows:

LIBRARY AND MUSEUM

Receipts:

Special gift from Extension Fund Committee of Sage Foundation	$500.00
Expended	83.00
Balance on hand September 1, 1908	$417.00

STUDY OF EQUIPMENT

Receipts:

Special gift from Extension Fund Committee of Sage Foundation	$500.00

Expended:

Balance on hand September 1, 1908	$500.00

BANQUET FUND

Receipts:

From sale of tickets	$2,215.00	
By special contribution	215.00	
Making total receipts		$2,430.00
Expended		2,527.69
Leaving a shortage of		$97.69

The following is a statement of assets and liabilities of the Association, aside from furniture and fixtures and special library and equipment funds, September 1, 1908.

ASSETS

Bank balance	$534.88	
Cash on hand	159.00	
Bills collectable on account of advertising	250.00	
Unpaid pledges	215.00	
Making the total assets		$1,158.88

LIABILITIES

Floating bills	342.29
Leaving the surplus assets	$816.59

Fifth General Conference

THURSDAY EVENING, SEPTEMBER 10

HON. J. HAMPDEN ROBB, Chairman

Prior to the opening of the session, Mr. Graham Romeyn Taylor presented some lantern slides showing the playground work as it has developed in Chicago.

ADDRESS OF WELCOME

By Hon. J. Hampden Robb

Ladies and Gentlemen: I am here to present the regrets of Mr. Osborn, the President of the Museum, who is absent in the West; and in his place and acting on behalf of the Board of Trustees I welcome this organization to the building of the American Museum of Natural History. The trustees offer them a warm and complete welcome, and hope everything will be done toward the congress that will add to its benefit and to its success.

The apparent object of this Museum is the advancement of learning and science. The object of the Playground Association is to create a physique and spirit in the youth in cities, which will fit them to obtain and to receive this learning—this science. I may say to you that nothing is more agreeable to the trustees of the Museum than to know that this building is devoted to these purposes and to these uses.

This evening we have here the acting mayor of the city of New York, who is going to preside in the absence of Mayor McClellan. I have the honor now to introduce to you Mr. Patrick F. McGowan, President of the Board of Aldermen, and Acting Mayor of New York City.

REMARKS OF HON. PATRICK F. McGOWAN, ACTING MAYOR OF THE CITY OF NEW YORK

Mr. Chairman, Ladies and Gentlemen: Substitutes thus far seem to be the order of the evening. Mr. Robb is substituting for Mr. Osborn. I am substituting for Mayor McClellan, who is absent from the city.

I desire, on behalf of the nearly four and a half million people of this great municipality of ours, to extend to you a most cordial welcome to this metropolis. We trust that you will find something here to entertain you. We trust that you will find something instructive. You will find perhaps the most cosmopolitan population in the entire world in this city. You will find that we have here not less than 250,000 Italians. We have here nearly 600,000 Irish and their descendants. We have here 700,000 Germans and their descendants; and we have 350,000 Hebrews in this great city of ours.

In speaking of the different populations in this city, on one occasion I said that we were very, very proud of our Street Cleaning Department, because New York is one of the hardest cities in the world to keep perfectly clean. I said that we had the finest police force in the world, and I believe that we have. (I trust, gentlemen, that you will not need their assistance while you remain in the city of New York.) I said that we had the finest Fire Department that was ever organized. We are certainly very proud of our Fire Department. The gentleman who followed me said that he could not quite see the connection until I had explained at some length the number of people in the city and the different races. Then he said, "Mr. McGowan has just told you that we have 250,000 Italians, with the best street cleaning department in the country. He has told you that we have over 600,000 Irishmen and their descendants, and the finest police department in the world. He said that we have 350,000 Jews and a fire department that was unexcelled."

I am not here, however, to make a long speech, even if I were capable of doing so; but I am here to extend to you a welcome, and, as the poet put it—Mr. Thomas Davis, one of Ireland's great poets, not so well known as Moore, but one who wrote very exquisite poetry. In his words let me say:

> "Come in the evening or come in the morning,
> Come when you're looked for and come without warning.
> A million bright welcomes you will find here before you,
> And the oftener you come, the more we'll adore you."

Ladies and gentlemen, as chairman I have an honor and a pleasure. We have with us this evening a most distinguished guest. We have with us a gentleman who has the courage of his convictions. I am told that no good Irishman ever turned

his back on friend or foe, and I am told that this gentleman has a strain of Irish blood in him. He is the Governor of the great imperial State of New York, the best governor in many and many a day. I take pleasure in introducing Governor Hughes.

ADDRESS OF GOVERNOR CHARLES E. HUGHES

Mr. Mayor, Ladies and Gentlemen: I am very glad to have the opportunity to take part in the spread of the gospel of play. I cannot hope to say anything which would add to your instruction. Indeed, I have been amazed in examining your program at the specialization which this field affords, and the development and intricacy of this new science. I congratulate you upon what has been accomplished. Mr. Mayor, the City of New York is to be congratulated upon what has been done in furnishing playgrounds, but this is only a beginning. As the fruit of your study and research we may be sure that there will not only be playgrounds, but progress along intelligent lines.

The successful worker must have the spirit of play in his heart, and the successful man is only a boy with a man's experience. He must have the zest, the devotion, the spirit of comradeship, the capacity for self-forgetfulness, the boy's wholesome outlook upon life, if he is to do a man's work in the world. How are we to save civilization from being caught in its own toils? How are we to preserve childhood from being too early drawn into the contests of life? How are we in our great urban population to make possible the spirit of play, the opportunities for childish sports which are essential to the development of normal manhood and womanhood? To the solution of that problem you are devoting your study with no little measure of success already attained. I cannot aid you by experience or suggestion, but I bid you Godspeed from the bottom of my heart.

We want play—simply play, for the children of our great cities. Those who are fortunate enough to live in the country have in their own homes the playground. The orchard, the meadow, the brook, the swimming pool, the nearby wood, constitute the never-failing source for gratifying the appetites, the

normal appetites, of childhood in the country. And with what feeling akin to despair do we look upon the growing thousands teeming in the congested quarters of our cities, with the slight opportunities of the roadway to take the place of the open country!

We do not think of them in their early years alone, but we look forward to the time when they come to play the parts of men and women in the world, and we wonder what is to be the future. Is their experience of life merely to be that of the hard taskmaster, the struggle for bare existence? Is the growing feeling of discontent to be accentuated and increased because of abnormal deprivation?

We want playgrounds for children in order that we may conserve the health of our people. A great deal is being done in these days to protect us against the spread of disease. We are fighting with intelligence and with new-found zeal the great white plague, but the dread disease of tuberculosis must be successfully fought by developing stamina, physical strength, through exercise in all the physical activities. We must nourish that strength in childhood. We do not want simply hospitals, and pavilions, and notices giving instructions to those who are unfamiliar with necessary precaution. We want to save the health of our children, so that we may nurture a strong, well-favored community. That is the surest way to stamp out disease. If we were thinking of nothing but the preservation of health and the proper function of government in protecting against the unnecessary exposure of the people to infection and the inroads of disease, we would make it one of our first objects to secure adequate playgrounds for children in the free air, and give them opportunities of recreation not afforded by their overcrowded abodes.

We want playgrounds for children to conserve the morals of the people. There may be some who look upon human nature as hopelessly debased and beyond recall, as exhibiting here and there extraordinary illustrations of spasmodic virtue—virtue in spite of tendency. We have, alas! too frequent illustrations of the weaknesses of humanity. We are all conscious of the pull downward, but the pull upward is far more powerful, and that is the reason we are, in the twentieth century, under a free government with its benediction of prosperity. We want to help that pull upward. It would be a very wise man who could sever from environment and association and unnecessary temptation the

tendencies to evil, and say how much they are responsible and how much is due to innate vice.

My opinion is that the average boy is a good boy and the average girl is a good girl. I believe that the average man and woman would rather do right than wrong; I have a profound confidence in the capacity of human nature to seize that which is good, to hold true to its ideals with a progress that is spiral, but none the less onward, always pressing to humanity's goal.

We have many unfortunate occurrences. We are constantly lamenting the continuance of this abuse or that error, but we are gathered together in this country because of our confidence in the good judgment, the good sense, the right intention, of the average man. If it were not for that, we could not expect to maintain free institutions. Now, knowing this, makes for a reduction of unnecessary temptation. It makes it more easy to have wholesome living. It gives normal youth a fair chance for gratifying normal appetites. It is a safeguard of the country and of the institutions of our government.

The best way to train a boy to do right is not to lecture him into tears about his wrongdoing, but to show him the delight of an honorable and happy boyhood. It is to give him opportunity to prove what is in him in good works. And the good will always, in the main, with exceptions that only prove the rule, prove to be the greater attraction. Boyhood and girlhood must have a vent in play. It is natural; it is right.

This country of ours has grown up nourished by youth who came from the country. We have reënforced our cities with the best blood of the rural communities where boyhood and girlhood have had a chance. The mothers of the country, the mothers of the men that have made the country, have had girlhoods and decent opportunities; and the boys, with their love of nature and their opportunities in the happy, careless, outdoor life have developed a strength that in these strenuous days has enabled them to bear the burdens of statesmanship. We cannot, as our population becomes congested, keep men good by force. That is the old, mistaken, unsuccessful effort of despotism—a few with the advantages keeping the many good, obedient, docile by force. You cannot succeed on that line in a free country. Men must be their own policemen, and the conscience of each must be the guardian of the safety of all. Some say we must train in our great cities those who have had none of the chances which the

fathers of our country enjoyed, to know and love the right. How are we going to do it? The schools are all right, but there is little that you can do by explicit teaching. Moral consciences are all right, but there is a certain point beyond which you cannot expect receptivity. If a boy or a girl is to take easily to moral instruction, to listen readily to the voice of conscience, he or she must have a wholesome life. A few hours in the fresh air, a few hours of self-abandon in innocent fun, a chance to be a normal boy or girl, will do more to reënforce your moral lessons than many, many days of mere teaching. Thus the playground will be, without any direct effort, one of the regenerating and uplifting forces of the community. The ordinary man, if he has a chance to live a decent life, will live it; and if you want good men and women in the world, devote your efforts to a large degree in removing those obstacles which are in the way of decent, virtuous, wholesome life.

We want playgrounds in order that we may aid in the development of the sentiment of honor. I do not know of any better way to teach the boy to be honorable and straight than to give him a chance to play with his comrades. In the playground he learns it without any suggestion of rebellion against instruction and precept and preaching. He learns it because he does not want anybody else to cheat him, and he is "down" on the boy that does not play fair. And in the long run, because he is "down" on the boy that does not play fair, he will establish standards of conduct which we must maintain in the community and particularly in our great cities. If there is one thing that we need more than another it is the constant emphasis among our citizens of that spirit of fair play, that willingness to give and take, that generosity in defeat and that lack of assertiveness in victory which we identify with true sport, and which is learned best of all in childhood upon the playground.

Now, I do not know that by the work of playgrounds we mean necessarily the development of particular forms of athletic sports. I am not an expert in the matter. You may have other ideas. I confess that I do not like to see any strenuous athletic contests except on the part of those who are trained for such contests; then I do like to see them. I do not think it is necessary to turn boys who have not had training and the requisite hardening into the hardest kind of sport with a strain of anxiety and overeffort, merely to encourage play. We also

want, it seems to me, to have the science so perfect that no one will see the science. We do not want routine and schedules and a training which smack of a playground congress. We want just fun for boys and girls—with an absence of self-consciousness and an opportunity for cheerful self-abandonment, with genuine interest, with every variety of diversion that science can suggest, but with the stimulus to the same feeling that the happy country boy finds when he goes whistling to nature's playgrounds.

Now, I am glad, as I have said before, that so much is being done in these directions, and astonished at the prospect which is unfolded by your deliberations. It is another proof of the fact that if you get below the surface of anything—no matter what it is—you will find a field for the study of a life-time. You have a rich field here. How it makes one's heart ache to go through the crowded quarters of the city! During the last few weeks I have been going through the upper part of the State, the beautiful, beautiful State of New York, of which I grow fonder every day. I have seen the rare beauty of hill and dale, the charming countryside and the great mountains, and the delights of lake and stream; and then turn from this to the great metropolis with its wonderful statistics of commerce, its wealth beyond the dream of avarice, its great prosperous population, and at the same time with its population, so many of whom are denied the opportunities that we want every brother man to have.

We cannot make society over. If there is anybody here that is indulging in the dream that you can have administration that takes no account of human nature, go on with your dream, my friend, but it is only a dream. There will be no change in human nature, and nothing can be done governmentally in a successful way that does not take account of the laws of progress; but, on the other hand, we can do a great deal more than we are doing, and there is not any reason in the world why we should not give the youth of our great cities a fair chance. We are going to do it, and I am grateful for this aid in that effort which promises so much—not only for our cities, but because of our interdependence, for the country as a whole.

THE CHAIRMAN: Dr. Woods Hutchinson will take for his subject the question, "Can the Child Survive Civilization?"

Dr. Hutchinson.

CAN THE CHILD SURVIVE CIVILIZATION?

Address of Dr. Woods Hutchinson

The child is the embodiment of the future of the race. What we do to him determines our own future. It makes little difference how perfect our civilization may be for the well-being of adults. If it assumes such a form that children cannot grow up healthy and vigorous under it, it is doomed.

Whether the child survives civilization or not, civilization cannot survive the child. Our conditions of life have changed markedly and radically during the past fifty years. The wonderful progress, the boasted organization of our civilization, has been an organization for grown-ups exclusively, and has left the child out of its calculations. We have laid elaborate plans for the perfection of the product, but ignored the source of supply.

Half a century ago our social and industrial organization was so loose that there was plenty of room for the child to grow up in the gaps and interspaces. Now, it is so compact that he scarcely has breathing room and no play room. We have gone far to civilize the business of play out of existence. Then, our cities were, like Thackeray's Washington, "cities of magnificent distances". Now, ground is sold by the square foot, and every inch of it utilized for factory, store, street, or railway track. We have even abolished the back alley, that paradise of adventure. The modern city child has lost his most precious birthright—the backyard. Even in smaller towns, where some breathing space still surrounds the buildings, the blight of the lawn-mower has descended upon it. Lawns and flowers have taken the place of "our yard," with its brickbats, and barrels, and boards, and all its superb possibilities for play and empire building. We can't grow two crops on the same soil, and either the grass or the children must go. No place for play, no place for the child!

At the same time we have made the streets more impossible as playgrounds than ever. In the old sleepy times children could play on them in perfect safety all day long. Now, with street-car tracks down the middle, delivery wagons along both curbs, and automobiles all over the roadway, they are about as suitable for a play place as the track of a trunk line railway.

Not only has the child lost the backyard and the alley as a place to grow up in, but he has lost the small shop as well. The work that was done by the local carpenter, the blacksmith, the tinsmith, the wheelwright, the weaver at his house loom, the boat-builder, is now taken over by the huge factory, where the child is neither admitted nor wanted, except as a stunted and overworked laborer before his time.

Fifty years ago he grew up in an atmosphere of trades and craftsmanship and saw things made, and work accomplished on every side of him, where he could pick up the remnants and imitate the performance. Now all this is closed to him.

We have not improved matters much by substituting the school for the yard, the field, and the shop. We have simply attempted to correct underdevelopment of the child's body by overdevelopment of his mind. Since he no longer has any safe place to play, we shut him up in the schoolroom all day long. The change has come so gradually that we are hardly conscious of it. But the fact now stares us in the face, that the schoolroom has absorbed something like two-thirds of the time of our growing boys and girls. The old school terms of the country or small town were mercifully short,—anywhere from four to eight months of the year,—and left the child plenty of opportunity for physical development and the doing of chores, helping in the garden, on the farm, in the workshop. The modern school runs from nine to ten months out of the twelve, and has gradually, with the best of intentions and at the request of the parents—as modern life has grown so complex that there is no room for the care of the child outside of the schoolroom—come to absorb from three-fourths to seven-eighths of his time and energies during these months. It demands his personal attendance from 8.30 A. M. until 3.30 or 4.30 P. M.,—practically the entire hours of daylight,—and loads him down with books for night and evening study, lest he should find a moment in which to think or act for himself. If this were not so stupid, it would be criminal. The real business of the child is not to pass examinations, but to grow up. And where can he find time for that under the present system?

It is impossible to value education too highly, and we are justly proud of the system which we have developed. But the time has come when we must recognize that there is no necessary connection between learning and a desk, nor between school and

a room. As physicians, we must demand that the schoolroom, admirable as are its aims and its motives, must relinquish at least one-half its claims upon the time and strength of our children; that at least half of their education should be carried out in nature's school—the open air. Our schoolrooms should be relieved of the mere nursery duty of keeping children out of harm and of mischief, with which they are now loaded, and the playground should be organized, supervised, and recognized as a vital and coördinate branch of our scheme of education. The playground is the chief field for the development of body and mind; of training for social life, for organization and combination with his fellows. The real life of the child is lived not in the schoolroom, but on the playground. One of the most valuable influences of the school is the effect of children upon each other. But this can be attained in its perfection only upon the playground. Cut down the school hours one-half and double the playground hours, and you will have done more for the physical, mental, and moral health of young America than by any other possible step.

Better a playground without a schoolhouse, than a schoolhouse without a playground.

THE CHAIRMAN: The President of the Association, Dr. Luther H. Gulick, will speak on "The Century's Children."

Dr. Gulick.

PRESIDENTIAL ADDRESS: CHILDREN OF THE CENTURY

BY DR. LUTHER H. GULICK

Some years ago a bit of twisted human life—a waif—was discovered and cared for by some good friends. His distorted form was carefully shaped into the most healthful position it could assume, and in that position was firmly and tenderly bound. He was taken to the country, where the birthright of all children is plentiful—sunshine and pure air. Tasteful and nutritious food nourished his body, while happy companionship and

"SMILING JOE"

From the Hospital for Tuberculous Children at Sea Breeze. The New York Association for Improving the Condition of the Poor

occupation unfolded his social nature. So "Smiling Joe" became a source of courage and hope instead of a mere recipient of charity.

Believing that if others could see the kind of results accomplished there would be given freely that financial support which every such work involves, the picture of "Smiling Joe" was taken,—smile, plaster cast, and all,—and with a few explanatory words was widely published, with results that justified the belief upon which the action was taken.

During all the ages of his history man has delighted in seeing that which was strange, grotesque, extraordinary. In order to take advantage of this desire the world has been ransacked for strange and curious creatures. Even in our own times we make holidays of occasions when aggregations of trained men and women, horses, dogs, and even cats present marvelous feats to view.

But it is not only features of strength, skill, daring, beauty, and the like that attract; the abnormal still has its fascination. The "fattest lady in the world" will be found in a side show, while near her, so as to form a suitable antithesis, is seen the "living skeleton," and further on are found the "bearded lady" and the "dog-faced man". All form more or less innocent and diverting objects of contemplation. The time has not long passed, even with us who speak the English tongue, since, in addition to such attractions as these, there were offered for our delectation deformed persons and animals, microcephalic idiots called "Australian children". Some of these deformed creatures were made so for purposes of exhibition. The most horrible and piteous spectacles were the children who, taken soon after birth, were bound for life in some extraordinary position so that bone, muscle, and organs all developed into grotesque wholes, which it would be as revolting as it is unnecessary to describe.

It is a far cry in the history of social growth from the time when money was paid to see the purposely deformed to the time when the publication of the picture of "Smiling Joe" is the effective means of securing this self-same money for relief and prevention of such deformity.

This single illustration must suffice to bring before you one of the most important strides ever taken by the social whole. This stride has carried our kind from the condition

when sympathy was individual, to the time when it became social. Sympathy for the suffering and distress of even those who are unseen by us is now the common and compelling tradition among all civilized peoples. Whether it be for a Dreyfus in France, the suffering caused by a famine in India, or an earthquake in San Francisco, or a deformed and suffering child on the street, the community as such now responds.

Contrast, for example, the spontaneous outburst of sympathy expressing itself in the immediate and substantial material aid to Count Zeppelin on the occasion of the recent destruction of his air-ship, with the cold indifference with which the heart-breaking struggles of Bernard Palissy were received by his neighbors and contemporaries during his long years of work and failure and final success. This national sympathy is something new in the history of the world. It has become socialized in a special sense.

Were I to spend the whole of the time available to me this evening in merely naming the societies organized definitely to aid or defend children in some way, I could name but a small fraction of those working in this land alone. Hence, as an indication of this general movement, let me mention the names of a few of the better-known societies organized for the welfare of children in this one city: Association for Befriending Children and Young Girls; The Society for the Prevention of Cruelty to Children; The Public Education Association; The Society for the Reformation of Juvenile Delinquents; and all the activities in behalf of children which are carried on so extensively in the Charity Organization Society and the Society for Improving the Condition of the Poor.

Were I to proceed to the enumeration of mothers' and parents' clubs and other similar organizations, as well as to include the smaller and more specialized groups, I should reach an additional and exceedingly large number.

So far I have not referred to the greatest of all institutions for children, initiated by private endeavor, but now carried on by the people as a whole—the public school system. Here we find an organization caring for, roughly speaking, 700,000 children. One hundred and fifty thousand more may be added as the number taught by parochial and private schools. These institutions were practically all of them developed during the latter part of the century.

It is impossible to conceive of such a movement, or rather of such an aggregation of movements, occurring at one time, as being due to chance or to mere coincidence. It can mean but one thing: not merely a world-wide development of sympathy expressing itself in social organization, but a new attitude of the world toward children; an appreciation of the fact, clearly seen by the prophets and poets of previous ages, that the hope of the future lies in childhood. Great as is the importance of health and opportunity for adults, health and opportunity for the young—for those who are still predominantly plastic—are now seen to be indefinitely greater.

Each age of a people that is still growing is marked by epochs. The great achievements of mankind have been initiated and have come to fruition not merely by the gradual increments secured by constant struggle, but also by pulses, by periods of intense development. During each age some idea or feeling has grasped a people. Then have come results, achievements, or new levels of social relations such as have not existed before.

To mention but a few such movements, selected because of their being generally recognized rather than because of their absolute importance,—recognizing that they are symptoms, visible signs, rather than causes,—let me refer to the Renaissance in Italy; to the Elizabethan age of literature in England; to the development of modern philosophy during the eighteenth century; to the fact that those three great lights of modern science, Darwin, Huxley, and Tyndall, were contemporaries; that the harnessing of the forces of nature by the utilization of steam took but a century; and the thousand forms of electric appliances have come in during the last twenty-five years.

Were I to take the history of the development of a single science, such as medicine, there would be found not only the gradual increase of skill and power which comes by the accumulation of experience, but that the work, even here, had gone by pulses. Among the thousands of workers one would discover some fresh fact, some new interpretation,—such as that of Pasteur, who showed to the world the bacterial nature of fermentation,—and at once the new fact, the new point of view, the new bit of machinery, was used by hundreds of keen observers and similar discoveries were made in cognate fields, until the whole subscience of bacteriology was developed. That is, a vein of ore is discovered and is at once worked by thousands.

Progress, then, consists not merely of those harvests which are reaped from year to year, from century to century, from millennium to millennium, but also in those discoveries, inventions, ideas, or even hopes which enrich and characterize their age.

The appreciation of the significance of childhood, then, I believe to be one of the epoch-making, world-lifting ideas which, as much or even more than any other, will be seen to have characterized our period. The possibility of taking children, while soul and body are still plastic and growing, and placing them on a level higher than that hitherto occupied by our race, is superlative in its meaning and importance. It offers such an opportunity for the higher flights of our kind as is offered in no other way.

The playground movement is then one of the larger factors in an epoch-forming element of human history. It consists of a recognition of the fact that life, while absorbing nourishment for both body and soul from without, really develops from within.

We now see that the school is not the only community factor necessary to the wholesome development of the child. We do not forget that in the school the child must be put in possession of the achievements of the ages. It is necessary that he learn to read, to write, and to manipulate intelligently the symbols of number; he must be able to handle those instruments of labor that distinguish civilized from savage man. He must learn how to handle his own self so as to be most effective. If, in addition to those fundamental requirements, the school can give to the child a grasp of how he came to be (history and geography), of what the voices of each age have said (literature), of the principles and the practices of some of the arts (manual training and the like), the promise of the future is much strengthened.

But granting that the school accomplished adequately all these objects, still there remains an unmet necessity, for we are and must be both individually and group directed. That is, the individual must learn not only mastery of himself,—muscles and nerves, emotions, even ideas,—but he must at the same time become trained to take his place and help on the whole social mechanism. He must become adjusted to that harness of traditions which carries the results of our racial experiences,

and be prepared to take his place in maintaining the new race experiences of democracy, or self-group control. This development can only come from within. Neither of these things has been or can be imparted by formal instruction so as to be effective. Achievements of this kind belong to the great school of personal experience. Here lies the function of the playground. It gives to the individual the opportunity for mastery of his body under conditions of increasing difficulty in its varied physical activities. It also gives the opportunity for the social experiences of democracy of self and group government. It is the school of physical and social self-discovery and self-direction.

The school is and must be, in final analysis, an autocracy, for the lessons of obedience to authority belong with that acquisition of race learning already mentioned.

When people live close together, as modern life conditions demand, obedience to authority is required. Without this there can only be chaos. To give but a single illustration of this, during a school fire it is necessary that each pupil and each teacher obey the rules implicitly. This involves standing and waiting until the time for the occupants of the room to march. It involves keeping step and remaining quiet. That there have been no disasters during fires in school buildings in New York City is due fully as much to this obedience as it is to the fire-proof construction of the buildings or other safeguards. Highly progressive social life, that is, real freedom, is only possible in a community where obedience to law is the rule rather than the exception. In the nature of the case, the school must have obedience as its corner-stone if it is to be useful. On the other hand, individual and social control and initiative are of equal importance. The playground, then, if it is to accomplish its first duty, if it is to meet the deeper need of the times, must be a democracy.

This does not mean that there shall be no freedom in the school, nor that there shall be no control in the playground. It does mean that where there is no obedience in the school, and where there is no freedom in the playground, each has failed at its vital point. The schoolmaster must, in the final analysis, be an autocrat. The playground director in final analysis must be a carrier of the voice of the whole; that is, he must lead, rather than command, activities.

Free play is a misnomer, if by it we mean uncontrolled play,

but the control is and must be other than that of the schoolmaster. It must be that control which springs from the necessity of all having freedom. The true play director is the carrier of social tradition, not only those traditions which carry the form of play, dances, ceremony, and games, but even more than this, those traditions which prevent the strong from trampling on the weak, that give to each equal opportunity.

The vision of "Smiling Joe" then stands for us to-night as a symbol of the world achievement of organized social sympathy and a deep appreciation of the meaning of childhood.

The playground movement represents training for self-direction. It is not a special problem for those of the north, south, east, or west; the rich or the poor; for those who live in the city any more than it is for those who live in the country. It is the answer to a fundamental need of human nature, the importance of which is being peculiarly emphasized by the present epoch of human progress.

Conference of City Officials

FRIDAY MORNING, SEPTEMBER 11

HON. PATRICK F. McGOWAN, Chairman
MR. J. BLAKE HILLYER, Secretary

REPORT OF MR. J. BLAKE HILLYER, SECRETARY OF THE CONFERENCE OF CITY OFFICIALS

In the absence from the city of Mayor McClellan, Acting Mayor Patrick F. McGowan presided, and in a few words commending the purposes of the Association and the proceedings of the congress, especially the general meeting of the preceding evening, opened the conference and introduced the various speakers.

Mr. E. B. De Groot, Director of Physical Training for the South Park Commission of Chicago, Illinois, read the following letter from Mr. Henry G. Foreman, President of the Commission:

South Park Commissioners, Chicago, September 9, 1908.

Dr. Luther Halsey Gulick,
President, Playground Association of America.

Dear Sir: I regret exceedingly that I shall be unable to accept your invitation to attend the second annual congress of the Playground Association of America, to be held in New York City, September 8th to 12th, and shall appreciate the opportunity of making a brief communication through you to the conference of mayors to be held on the eleventh instant.

To secure an intelligent idea of the conditions of park construction and administration in the city of Chicago it is necessary, in the first place, to state that the three park commissions of the city of Chicago, viz., Lincoln Park Commission, the Commissioners of West Chicago, and the South Park Commission, were, by acts of the General Assembly of the State of Illinois, constituted municipal corporations, and as such are separate and distinct from the city of Chicago for the purpose of construction, maintenance, and government of the parks in said city.

As municipalities, they possess separate taxing powers and have their own police; they are not subject to the city sanitary or building laws.

The three park districts constituted in 1869 were located in the three geographical divisions of the city, as determined by the

Chicago River and its two branches, commonly known as the north, west, and south sides. These districts cover the whole city according to the boundaries of 1869. Subsequent annexations are outside of these districts, and are practically without park facilities.

The South Park Commissioners control the South Park district, which is composed substantially of the whole of the south division of the city.

As President of the Board of South Park Commissioners and quasi mayor of a municipality, I extend you my fraternal greetings, and will proceed to inform you of the recent history and operation of the South Park board.

In 1902 the board became impressed with the fact that the generous provision in the way of parks made by the legislature in 1869 for a city of 500,000 inhabitants had become pitifully inadequate to a city of 2,000,000 population. Representations were made to the General Assembly, and in 1903 an ample credit was provided the South Park board for an enlargement of the existing park system. Full statistics of the population and needs of the district were made, and maps and statistical data prepared.

The board early became impressed with the fact that the wage-earning class was in the most impressive need of places for outdoor recreation, and that the type of park then existing in Chicago, located near the homes of the prosperous and wealthy, was practically inaccessible by reason of distance and the cost of carfare.

The first decision of the board, therefore, was to carry the parks to the people needing them the most, and as it was found difficult to create a park of the conventional landscape design in neighborhoods surrounded by factories and dominated by smoking chimneys, the board decided to subordinate the landscape idea to an idea novel and social in its significance.

At that time the playground movement was impressing the minds of thoughtful people throughout the country, but the board, in entire sympathy with the ideals of that movement, felt that it was possible to conceive of a scheme of park construction of wider scope and more profound significance. They decided to serve not alone the juvenile and adolescent groups of people, but to create an opportunity available to all the people of all ages for all the year round.

These ideas were intrusted to competent assisting architects and landscape artists, and the resulting plans were rapidly placed in a permanent form and in effective use.

Within three years ten parks—varying in size from six acres to sixty—were laid out, completed, and put at the service of the people; and for the last two years over 10,000,000 people (other than spectators) have taken part in the activities indicated by the appliances provided.

These parks have been laid out and planted with hardy shrubs, and such trees as can best struggle with the unfavorable atmospheric conditions of the several localities. The walks, lawns, and paths—and lagoons, where possible—are provided in the park designing.

In addition to this modest landscape treatment, these parks are provided with wading pools, swimming pools, and a complete plant of buildings which provide dressing booths for the swimming pools and gymnasiums for men and women, with proper locker rooms, shower and plunge baths attached. They have assembly halls where the people may meet for any approved social object—for dances and for lectures; reading rooms supplied with about forty periodicals, used also by the Chicago Public Library, so far as their resources will permit, for public distribution stations; refectories where wholesome lunches of a simple character may be obtained at a charge of not to exceed five cents for any item provided; and smaller rooms which may be used as club-rooms.

In connection with the baths and swimming pools free bathing-suits, soap, and towels are provided.

For summer use, outdoor gymnasiums are provided in separate inclosures, fully equipped with apparatus; and the interest of the commissioners in the playground movement is attested by the presence of a corps of instructors, both men and women, in charge of organized play and athletics. The people of the several neighborhoods are encouraged to use these buildings for every good social purpose, and the bulletin boards in the several club-rooms show a growing list of reservations, particularly for the winter season.

These buildings have been well described as "neighborhood centers," as they appeal to the old and young alike.

These new-type parks have not been in use sufficiently long to determine by statistics their full civic effect, but competent observers already feel that a marked impression for good will

soon be discoverable in an improved statistical showing as to vagrancy, truancy, city sanitation, and hygiene.

The South Park Commissioners have had the pleasure twice within the last two years of extending their hospitality to the Playground Association meetings. In June, 1907, the board had the pleasure of entertaining the Playground Association of America, and the interest in that meeting was so wide that the Playground Association of Chicago was urged to hold another meeting at Ogden Park in June of the current year. This meeting was even more largely attended and offered a larger program of interesting events than the meeting of 1907.

The visits from other cities of students and philanthropists is increasingly large, and the pioneer enterprise of the South Park Commissioners has already induced the construction of a park of the South Park type in Dayton, Ohio, and one in Los Angeles, California. Interest in the subject is so widely extended that the board is in receipt of frequent letters from Europe and far-away Australia inquiring as to the new ideals in recreative service to the people.

It may be asked what is the cost of a park of this type, excluding the cost of land, which is wholly a local item. I may say that a sixty-acre park, such as Ogden Park, has cost the board for improvement about $317,000; and for the buildings and equipment, about $140,000. A ten-acre park, such as Armour Square, has cost the commissioners (exclusive of land) for improvement about $77,000; and for the buildings and equipment, about $98,000.

It costs the commissioners about $40,000 to maintain and operate a sixty-acre park of the type of Ogden Park, and about $30,000 to maintain and operate a park of the ten-acre type.

In behalf of the South Park Commissioners I extend a cordial invitation to each of you to visit our city, inspect the parks now in successful operation, and view our plans prepared and under consideration for five parks in course of improvement and also to be provided with neighborhood center buildings.

I am, yours respectfully,

HENRY G. FOREMAN,

President, South Park Commissioners.

THE PLAYGROUNDS UNDER THE PHILADELPHIA BOARD OF PUBLIC EDUCATION

Paper of Mr. William A. Stecher

Playgrounds under the direction of the Board of Public Education are nothing new in Philadelphia, the first ones being established in 1895. It may be of interest to add that in 1898 the board opened its first vacation schools and in 1904 its first school gardens. Owing to the greater cost of keeping children in vacation schools and to the fact that the Board favored the outdoor activities, the vacation schools were discontinued in 1907, and a greater number of playgrounds opened. The two summer activities, playgrounds and gardens, are now continued under the head of summer recreation work, and are placed under the direction of the Committee on Special Schools.

When the department of physical education was created, the two forms of summer recreation, *i. e.*, playgrounds and gardens, as well as all forms of physical training during the regular school year, were placed under the direction of this department. The general organization scheme, therefore, is a department of physical education embracing physical training, playgrounds, and gardens. Gardens and playgrounds each have special supervision, the gardens having one supervisor and the playgrounds one supervisor and three assistants.

The special organization of each garden, of which this year there are eight, is a principal, a teacher, and the half time of a gardener.

The special organization of each playground, of which this year there are fifty-six, is a principal, one or more teachers (according to the size of the playground and the attendance), and one assistant. This assistant, as a rule, is the custodian or janitor of the school.

These playgrounds, excepting one, are all maintained in the schoolyards. In three cases large lots adjoining the schools are used in connection with the schoolyards. Some of the yards, especially those in the older parts of the city, are very inadequate as playgrounds, but as they are the only vacant spaces for long distances they are used. In other parts of the city large unfenced lots are sometimes offered to the board for playground

purposes. While these places may be used for ball playing, on account of the depredations by malicious gangs and the great number of degenerates found in large cities, as well as the wilful destruction of apparatus that is not continually watched or kept under lock and key, these lots have not been found to be places upon which to place a fully equipped playground, catering to the needs of young children and those half grown; and it is to this class of children, that is, the same class that attends school during the balance of the year, that the school playgrounds cater principally. Naturally, this does not mean that the boy or girl beyond the school age or the adult does not need playgrounds, for he needs them as badly as the younger generation, but it means that the Board of Education has recognized the fact that with the facilities and money at present at its command it could not undertake to supply the play facilities for every one. School playgrounds in Philadelphia aim to supply the play facilities for children up to the working age—say, to about fifteen years. There is no limit downward, and, especially in the congested districts, we daily take care of babies. Our whole planning, equipment, and teaching force keep this limit in view. We do not try to make a large municipal playground out of a school playground. The steady growth of our grounds, both in numbers and efficiency, and the fact that their organization is copied in many cities, leads us to believe that we understand our situation and know how to maintain the grounds at a high rate of effectiveness.

Looking upon the playgrounds as a most efficient means of education, it has been our *aim*, by means of suitable daily programs, modified and elastic enough to meet the demands and conditions of the different peoples assembled in a large city, to keep the children actively employed during the greater part of the day. We believe that a child needs play mornings as well as afternoons. Our playgrounds, therefore, are open from 8.30 in the morning to 5 o'clock in the afternoon, every day except Sunday; a few grounds are open evenings. While the teachers are not in continuous attendance, their time of service is so arranged that the grounds need not be closed at noon.

The suitable equipment of a playground is quite an expense. We aim, therefore, to install *yearly* in each yard some additional pieces of more expensive apparatus, like swings, giant strides, ladders, etc., while enough small play apparatus, like balls, ropes,

sand, shovels, etc., is supplied yearly to each ground. All grounds also have occupation work both during the morning and afternoon. For this suitable material is supplied, like reed for basketry, split cane for seat-caning, twine for hammocks, wood for woodwork, and the well-known paper materials employed in the kindergarten and lowest primary grades. While formerly the larger children kept everything they made during the occupation hours, efforts have been made, during the last years, to turn this class of constructive work into channels that would directly benefit the playgrounds. It is a pleasure to report that these efforts have been entirely successful. There is no loss of interest, when, as at present, besides making small articles for themselves, the children make play apparatus for their own ground as well as for other grounds. We now manufacture hammock stands and hammocks, so that "little mothers" bringing babies to the playgrounds can put the babies into a safe place under the charge of one girl or boy while the rest have a chance to play. A miniature of two styles of these stands is shown in the Philadelphia exhibit. We further manufacture stilts, stands for high jumping, tether bats, jumping boards, benches, seats for swings, checker-boards, grace hoops, and minor play materials of a like order. All children like this occupation work, and it is interesting to report that in one ground in which seat-caning was introduced this summer the broken seats in all the cane chairs within a radius of a half mile were repaired.

The steady growth in the playgrounds (and gardens) naturally was accomplished only by means of better teachers. The shortcomings of one year pointed to the needed improvements during the following season. This added preparation is now given to the garden teachers partly during the biological course in the normal training school and partly by the practical training received in the gardens under the supervisor. The playground teachers receive their training by means of games-courses, held once a week during the winter and spring, under the supervisors, supplemented by the practical training received as voluntary assistants without pay in the playgrounds. Only qualified teachers and students of normal schools or of universities may apply for teachers' positions or are admitted to the game-classes. Our greatest trouble is experienced with people who, because they "just love children," or because they know how to

umpire a ball game, or perhaps once won a mile race or can do gymnastic stunts, imagine they are qualified playground teachers. In the greatest number of cases these applicants prove to be nearly worthless. Strange as it may seem, this also often is the case with regular school teachers, and even with teachers of gymnastics who have no particular gift of winning over children. Playground teaching is a specialty which must be acquired by hard, conscientious training. Teachers must be more than a higher grade of policemen or coaches.

By means of monthly reports by the teachers and daily reports by the supervisors an efficient supervision is kept. According to the needs shown by these reports, as many sectional meetings as are necessary are held in the rooms of the Board of Education.

On account of the strenuous work, most teachers are appointed only for a half-day's service, *i. e.*, either mornings or afternoons. The salaries for all-day work according to the new scale adopted by the Special Schools Committee are as follows:

Principals of playgrounds, $80 to $90 per month.

Teachers, $75 to $85 per month; assistants, $45 to $50 per month.

The cost of the recreation work, both gardens and playgrounds, this summer was $28,131.47. Of this, the playgrounds cost $21,581.47, divided into $16,056.47 for salaries and $5525 for supplies.

The total attendance in the fifty-six playgrounds during fifty-one days was 845,432 children, making an average daily attendance of 16,577.

The average cost per playground was $423.16, and the average cost per child for the season was $1.30. The average cost per child per day was 2.55 cents. This year's cost, on account of longer hours and more teachers, was 0.08 cent greater than last year.

Mr. McGowan was here called to the City Hall by official duties, and he requested Mr. D. G. Perkins, of Chicago, to preside.

MUNICIPAL PLAYGROUNDS IN CHICAGO

Paper of Mr. A. W. Beilfuss

As chairman of the Special Park Commission of the city of Chicago, which has charge of the municipal playgrounds of that city, and as a member of the delegation appointed by Mayor Busse to represent Chicago at this convention, I have been requested to speak of our work in behalf of the children of Chicago. I appreciate the honor of representing Chicago in part at this notable gathering, and trust that what I say in the time allotted me will be of practical help and usefulness to the delegates from other cities which are only making a start, or preparing to move in the direction where Chicago has led for the last eight years.

In speaking of the municipal playgrounds, I refer only to those which are under control of and have been established by the city government. It is both unfortunate and unbusiness-like that in our city, which has a reputation for being progressive and up-to-date, there are three separate park boards organized under laws enacted nearly forty years ago, one being able to spend millions of the people's money for park and playground development on a lavish scale, at the expense of the people in the other two park districts who are in greater need of such facilities. The playground work of these park boards, although inspired by and resulting from the active propaganda of this commission eight years ago, has been well done, but under different conditions than those surrounding the municipal work.

It is of these peculiar conditions and circumstances that I desire to speak, because in their recital there may be some helpful hints to those who have come here to learn the ways and means of getting playgrounds, and to keep on getting playgrounds, of arousing official and civic interest, of meeting adverse conditions and overcoming them, of profiting by our experience —then going back home to hustle for the main idea.

To the private citizen, organized for a purpose, must be given the credit of pressing the button which set in motion the official activities of the city council and the three park boards in the direction of providing the present system of small parks and playgrounds. These official bodies were sleeping at their post of duty when the Municipal Science Club framed a set of resolu-

tions to the city council, which became the virtual constitution of the Special Park Commission in the fall of 1899. Representative citizens, as well as aldermen, composed the membership of this commission and have continued to serve the public interest ever since without salary. The private citizen, both as an individual and organized in club form, has, from the inception of the official playground movement, played an important part in its development.

Since the spring of 1900, when the Special Park Commission began the work of establishing playgrounds with public funds, the city council has appropriated $237,000 for playground construction, improvement, and maintenance. With that money—a little more than the cost of two field houses or recreation buildings such as are to be seen in the South Park district—the commission will have provided and maintained before the close of this year thirteen municipal playgrounds. By years the annual appropriations have been as follows: 1900, $11,500; 1901, $10,000; 1902, $15,000; 1903, $20,000; 1904, $20,000; 1905, $23,300; 1906, $23,000; 1907, $47,750; 1908, $66,500.

While the commission's first four playgrounds, opened in 1901, were started as a sort of "side line" or object lesson to demonstrate their usefulness and to arouse a sense of official duty, not only in the city council but in the park boards, the work has grown far beyond original expectations, until to-day the commission is in charge of a regular department of the city government.

When the municipal code was revised in 1905 the city council ordained that the two score or more small city parks, squares, and triangles, formerly under control of the Bureau of Streets, and the three lake-shore bathing beaches, formerly under control of the Health Department, should be placed, with the playgrounds, under the commission's jurisdiction. According to the sentiment of press and public and the confidence of the council, as demonstrated by increasing appropriations, we believe the change was for the better.

It is not how much can be done, or how fine and luxurious a park playground can be made with unlimited means, but rather how much can be accomplished and how many playgrounds can be established and maintained with a very limited amount of money, that we have to speak about. First of all, we found that it was not really necessary to buy land in order to get a playground.

Of the first four playgrounds, three were located on land which had been owned by the city for years. One had been partly used as a dumping-ground, a cattle pound, a ward yard for the Bureau of Streets, and a pipe yard by the Bureau of Sewers. Of course, the tenants had to vacate and find other quarters. On a second site was a row of dilapidated frame houses, an eyesore to the neighborhood, and they were demolished. On the third site were a few old brick flats, bringing in a small rental; but there were no regrets when a playground flourished in their place.

Having a governor of the University of Chicago on our commission, it was easy to get the fourth site—down near the "Archey Road," made famous by Mr. Dooley. Ten vacant lots owned by the university, given to it by one of its benefactors and a drug on the market, added to two others leased at nominal cost by a well-disposed owner, were leased without cost to the city. This lease was not only renewed last year, but when the alderman from the ward made the request, the university officials promptly added sixteen more adjoining lots to the city's free possessions, making it possible to carry out a scheme for a spacious playground with park features.

Having a wealthy ex-congressman, Mr. George E. Adams, on our commission another year, there was nothing more natural than his giving the free use of a 300 foot piece of land, which had been a dumping place, and converting it into a playground. Later on, the president of a public service corporation—which are supposed to have no souls—an elevated railroad—was added to the commission. He showed his interest in the welfare of Chicago's children by giving the free use of two playground sites owned by the road along its right of way. Both were on land for which the company had no particular use, but they made excellent playground sites, even though one is mostly under the tracks. The superstructure can be used nicely for hanging traveling rings, and there is always plenty of shade. To the delegates from any city which may happen to have elevated roads here may be an experience worth acting on. The president of this railroad, Mr. Clarence Buckingham, also fully equipped one of these playgrounds at his personal expense.

By this time the aldermen, on and off the commission, began to sit up and take notice. Their constituents heard or read of playgrounds in other wards, and they wanted one. At first

looked upon as "one of those reform fads," the idea took hold of the aldermen that a playground in their ward was a pretty good political asset to make use of during the spring campaign for reëlection. While never among those who regarded the playground idea as a fad, I must confess that when I became a member of the commission I immediately started out to get a playground for my ward—and I got it.

I found a vacant 200 foot tract of land fronting one of the main business streets. Getting in touch with the owners' representative, one of our influential citizens, I obtained the free use of the land until such time as it might be sold. Possession has been nine points of the law with us in the playground line, although I must admit that, from a business point of view, it is better to get a long lease than a short one, and still better and safer to buy the site, providing you have the funds. The time came—late in 1906—when the owners of the playground in my ward gave orders to dispose of the site by lease or purchase. The commission had no funds for either purpose, but we had some good friends. Through members of the commission who were also members of the Commercial Club that organization of leading merchants made up a purse of $10,000, with which the land was bought and presented to the city. The only condition was that the playground should be renamed the "Commercial Club," and that an adjoining piece of land already owned by the city should be permanently added to the playground. We also have the promise of the club to add $2000 to its gift for the erection of an artistic iron fence on the main frontage.

In quick succession three aldermen came to the front with offers from land-owners to provide playground sites—in their wards, of course, but of sufficient area and in the correct location as to child population. The propositions—on the basis of free use for a term of years or on payment of taxes—were accepted, and the funds for improvement and maintenance promptly provided by the council. The latest of these offers came through an alderman who had never before been suspected of interesting himself in girls, who never could vote for him, or in boys, who would not be able to vote for years to come. The owner of this new site, which will make the fourteenth municipal playground when opened next year, is the Roman Catholic Church. The site is adjoining a Polish church school, and will be equal to the largest in our system. The priests of this church, while skep-

tical as to the moral effect of public playgrounds at first, have now become warm allies of the movement wherever their churches and schools are located.

Another way to get a playground site for nothing was demonstrated this year when the city was presented with a tract of land having a frontage of 200 feet in a needy neighborhood of the west side. A public school there was named after the late Cyrus H. McCormick, the founder of the harvester industry. His widow and children desired to provide a playground adjoining the school building. They subscribed to a fund and bought the site. The city, being in a better financial position than the Board of Education to equip and operate playgrounds, the family deeded the land to the city on condition that it be named the "McCormick Playground" and improved and maintained by our commission. The playground will be fitted up this year and made use of during the winter.

In addition to giving a playground site, the Commercial Club has become an annual benefactor in another field of playground activity. The Merchants' Club, later absorbed by the Commercial Club, first showed its interest in the commission's work by making an annual gift of $100 with which to buy medals, shields, pennants, and miscellaneous prizes for the successful competitors in athletic sports, and for the girls excelling in raffia weaving, sewing, etc., during the summer vacation. For the last two years the Commercial Club has doubled this subscription, and the results have been highly satisfactory.

In playground buildings and equipment the policy of the commission has been to provide only necessary facilities on an inexpensive scale, believing that it is better to give the children two playgrounds with simple equipment than one playground with more elaborate improvement. At first we were able to improve and equip a playground for about $5000, but we cannot do that now. The advent of the new recreation centers established by the park boards has set a pace for physical culture and recreation facilities which the city, on a less expensive scale, cannot afford not to follow. Our plans now call for an expenditure of from $10,000 to $20,000 for construction and equipment, according to area. Since the commission was organized it has spent only $20,350 for the purchase of land, of which $16,800 was for a tract of lake-shore property acquired this year as a

site for a combination park, playground, and bathing beach adjoining the mills of the Illinois Steel Company.

A successful feature of the administrative work during the last two years has been the playground ball leagues for school boys. The playgrounds are divided into two divisions, the winners in each division playing off a series of games for the championship. The prize is usually a shield or pennant for the winning team. Every playground takes pride in its ball team. Whenever the games are played, large crowds of children and adults turn out to see the contests. Aside from the physical value, there is much to be gained morally from this game. The directors are continually impressing upon the players the importance of playing fairly and giving the other fellow a square deal—playing for the sake of the game rather than for the winning.

For girls the work done by the women assistant directors, who are trained kindergartners or public school teachers, has been most effective. Classes in sewing and raffia weaving are largely attended by girls between eight and sixteen years of age. This work is supplemented by games, fancy drills, and calisthenics. All material is supplied free by the commission. The work is conducted only during the school vacation in most of the grounds, but it has been so productive of results that we are equipping all the new playgrounds with play rooms where this feature can be worked out the entire year.

Each playground has its annual field day toward the close of the summer vacation, including exhibitions and contests in racing, climbing, and jumping, arranged by ages of the children. Hundreds of children take part in these contests at each ground, the winners being given useful prizes from the Commercial Club fund. The closing exercises of the kindergarten classes are also held in connection with these contests. To hold the interest of the older boys and young men an athletic and gymnastic meeting is held each year, the individual winners receiving medals, and a shield being given to the winning team on points.

Group work, such as calisthenics, fancy drills, folk dances, gymnastic dancing, etc., should form an important part in playground activities, but it seems to be impossible to conduct this class of work outdoors. It has been tried in the municipal playgrounds without satisfactory results. There are hundreds of children and adults who would eagerly participate if given some

privacy, but they dislike being made the subject of criticism and the target of sarcastic remarks from the idle, curious onlooker. As fast as our playgrounds can be equipped with indoor play rooms this work will be taken up by the directors.

For those cities which are planning their first playgrounds we would advise trying one of the inexpensive kind—on the lines of our municipal system. That would not antagonize the taxpayer and would more easily pass the guardians of the public treasury. We do not claim to have the best playgrounds nor the ideal system. We do claim that we are giving first aid to the needy, a play center which is popular, which draws the maximum of children within a half-mile radius and holds them in the playground. If we had been as fortunate as is the South Park Board in having millions of dollars to spend on park playgrounds, we would, no doubt, have built ours differently,—more elaborately,—and we would have had fifty of them instead of a dozen or so. "Give us a playground here and a playground there," is the cry, and will continue to be the cry in Chicago—because Chicago is the synonym for growth and progress, in population, in ideas, in a more vital sense of civic duty and responsibility. We intend to keep on getting more playgrounds each year, and better playgrounds.

We have the minimum of rules and restrictions and the maximum of freedom in our playgrounds, but not an inch of license—only such rules as are necessary in any properly conducted playground. A playground which is not thoroughly and constantly supervised quickly becomes a public nuisance, a source of moral contamination, a direct menace to every decent boy and girl who enters its gates. The principal of a public school adjoining one of our large playgrounds wrote recently: "I have noticed that our pupils, since the establishment of your playground, have improved in their physical condition. They are easier to govern during the school hours, and their classroom work has improved greatly during the last nine months. I am inclined to give the playground great credit for such improvement." Less than two blocks from this playground is one of the South Park system. It is reported to us that the children prefer our playground—except for the natatorium which we have not got—because they are allowed more freedom. Our playgrounds are open the whole year, Sundays included, except where there is not enough room for skating.

In conclusion let me emphasize the necessity and importance of volunteer coöperation with your public officials. There is no cold, official, prescribed form to lay down. The seed of a successful playground movement must spring from the heart, from broad human love and interest in the welfare of our city children, followed by practical aid and ceaseless activity. It is easier to be sympathetic when you have a child in your arms. Hold up the working woman's child and in His name ask for help and you will get it. Get the clubs interested. They have been a great help in Chicago. Rally the daily press to your standard. The newspapers have been our most powerful allies. They helped us in the council and in the legislature when the park boards had to be awakened to the fact that they should get busy and get playgrounds. Make your wealthy citizens loosen their purse-strings and give something. It's easy when you go about it the right way. Arouse your clubs, your social settlements, and your churches. If they should decide to start a playground, help them with public funds and later take over their playgrounds if asked to—as our commission has done. If you have no city property available, get the free use of land, lease it, or, best of all, buy it with public funds or private donations. But, above all, get a playground and keep on getting more. And if you don't get your reward in this world, you will in the next. I thank you for your attention.

General discussion followed, in which the following members of the congress took part:

Mr. W. J. Smith, Treasurer of the Children's Playground League, and Mr. John W. Castleman, of the Board of Education, both of Rochester, N. Y.; Mr. Willis I. Twitchell, of Hartford, Conn.; Supt. Seth T. Stewart, of New York City; Mr. Robt. J. Round, Elmira, N. Y.; Comptroller Hawkins, of Toronto, Canada; Mr. Geo. D. Chamberlain and Dr. Seery, of Springfield, Mass., the former representing the Playground Association and the latter the Board of Education; Miss Hofer, of Chicago; Mr. K. A. M. Scholtz, of Baltimore, Md.; Dr. Carl Ziegler, of Cincinnati, O.; Mr. W. A. Stecher, of Philadelphia, Pa., and Mr. A. W. Beilfuss, of Chicago.

The Philadelphia situation as developed in the discussion which followed seemed to be highly commendable. The plan

of the Rochester campaign was also considered especially adaptable to cities of smaller size.

The meeting developed into an experience meeting as to conditions of organization and management in different cities of various sizes and varying city governments. The consensus of opinion seemed to be that the organization of local branches of the Playground Association should be formed, and a gradual gathering, under one head, of all citizens interested in the movement on an absolutely non-political basis was the wisest foundation, the succeeding details of procedure to depend upon local conditions. Adjourned.

Conference of Supervisors of Playgrounds

FRIDAY MORNING, SEPTEMBER 11

MR. E. B. DEGROOT, Chairman
MISS ELLEN HOPE WILSON, Secretary

REPORT OF MISS ELLEN HOPE WILSON, SECRETARY OF THE CONFERENCE OF SUPERVISORS OF PLAYGROUNDS

In dealing with the subject of playground supervisors, we have to consider these major problems:

1. *The mechanical*, dealing with location, drainage, light, shade, etc.

2. *The teaching force*, dealing with hours, pay, qualifications, program, etc.

3. *The administration*, dealing with boards, committees, and supervision from authorities.

After all these comes the actual supervisor of playgrounds, a position which at present can only be filled by some one who grows into it, as so far there has been no one trained for such a position.

Miss Charlotte Rumbold, in speaking of the problem of administration, said that it depended absolutely on local conditions which department of city officials playgrounds should come under, giving as examples the South Park System of Chicago and different systems under boards of education. Small cities which have already organized some form of playgrounds under the direction of various private societies, and which wish to annex these to some city department, should carefully consider two things: First, from which department funds may be obtained with as little legal formality as possible. Second, they must be careful not to put themselves in a position where they are forced to trade subordinate positions for ordinances.

The St. Louis playgrounds were started by women, but were afterward turned over to the Public Recreation Commission, with a woman on the board as secretary. Their budget must be approved by the city council. Their teachers are not very well paid, and it is her opinion that better ones could be obtained if nothing were paid.

Mr. Marden, in speaking of the teaching force, said that it is

necessary for supervisors of playgrounds to realize that play is little people's work. All people connected with playgrounds must be ladies and gentlemen; they must have personal magnetism, and must be able to teach where conditions are such as to destroy attention. The principal must be a leader, counselor, and helper. Teachers in all lines should be trained for their places. The great weakness with playground teachers at present is that they are largely young men and women without aim or interest other than earning a little spending money. Such makeshift teachers cause the playgrounds to suffer, but the children suffer more.

Teachers of ability should be in the work as a profession. To secure this an adequate salary should be paid them for a whole day, and they should be employed for the whole year.

Each playground should have a sufficient number of efficient workers, which will vary according to local conditions. In an ordinary playground about eight are needed, or one teacher for every fifty pupils. At present, in many cases, more than 200 children are under a single teacher. This may be relieved to a certain extent by training leaders from the children themselves. Park playgrounds do not need as many in proportion to the number of children.

In general, after the novelty has worn off attendance decreases, either because there are not enough teachers or because of lack of interest in the apparatus provided.

Although school playgrounds are better than ordinary plots and parks, on account of convenience and equipment, they are not a panacea for all neighborhood ills, as the children are not asking for playgrounds. A child is not worth saving who cannot invent its own forms of amusement for the day, and unless there is a very definite organization, he can have better fun in the streets. For this reason it is necessary to have a program; they will soon learn it, and will come when the things they are particularly interested in are being done.

The following program is suggested for an all-day park:

9.00 to 9.30: Group play.

9.30 to 10.00: Marching evolutions (German tactics are very pleasing).

10.00 to 10.30: Circle sewing; apparatus for boys.

10.30 to 11.00: Manual training, etc.

11.00 to 11.30: Physical exercise in some form.

1.00 to 1.30: Group play.
1.30 to 2.00: Sitting games; story telling.
2.00 to 2.30: Apparatus work.
2.30 to 3.00: Volley ball, hockey; other games.
3.00 to 4.00: Physical training.
4.00 to 5.00: Athletics.

Whatever plan of work is followed, the output should be in proportion to the ingo.

In answer to a criticism of the practicability of programs, Mr. Stecher said that although he did not consider them necessary with a strictly first-class teacher, they are a great aid in the large majority of cases, as they help to get tangible results. This, however, does not mean that every one must follow a program all the time. It should be elastic.

In Philadelphia a card catalogue of all playground teachers is kept, showing what grade of work each one has done. Only those who have been satisfactory are reappointed. Their playgrounds are all outdoor; pianos are not provided, and they would not know what to do with them if they were.

The important relation of playgrounds to morals, from the standpoint of the police, was touched upon, but not discussed.

A brief outline of the club organization of the New York Evening Recreation Centers was given. These are kept open nine months, and in summer are partially replaced by roof-gardens, which are open two additional months.

Mr. Ward spoke about the unique playground system which has recently been started in Rochester under his direction. After visiting Chicago and New York he decided that the plan adopted by Chicago was not practical for them, as their funds were limited to $5000, for which sum they planned to open one playground, one evening school, and one vacation school. On the other hand, New York has too much of the spirit of charity in its attitude.

As the aim of Rochester is to get people together instead of separating them, their first school was opened in a place where there could be no question of "uplifting the masses". The building selected is situated on a street which is the boundary line between the Italian quarters and the wealthy section of the town, so it is a common meeting-ground for both classes. The spirit is fraternal and democratic, and aims to meet the requirements of all the people.

During the past year this school has been open six evenings each week. Of these, three have been given to the men, two to the women, and one to lectures and various forms of entertainment. During the coming year it will be open on Sunday also.

All those who attend are organized into clubs, according to age, sex, and interests. The most important of these for the men is the Civic Club, where they meet to discuss the interesting topics of the day. As there are no restrictions, all sides of any subject under discussion are presented. The alderman for that district, who was present at their first meeting, has indicated the important influence such organizations may have on city government if city representatives should attend and discuss questions with them. Club officials have been elected from all classes.

At present there are five such clubs in the city, three of which are thoroughly organized. They have a strong influence in spreading playgrounds.

The qualifications for teachers or supervisors are that they shall be in earnest, shall gain the confidence of the people, and can love people even if they are rich. Leaders of "street gangs" are our natural leaders, and are of great value.

Dr. Henry S. Curtis brought out the following points:

That the superintendent of playgrounds should be coördinate with the superintendent of schools, and should have the same salary.

That there should be a section on things of technical interest to playground supervisors in all publications connected with the playground movement.

That there should be a committee of playground superintendents, organized under the Playground Association.

Conference on Games and Play Festivals for Country Children

FRIDAY MORNING, SEPTEMBER 11

DR. MYRON T. SCUDDER, Chairman
MISS CORA B. CLARK, Secretary

REPORT OF MISS CORA B. CLARK, SECRETARY OF THE CONFERENCE ON GAMES AND PLAY FESTIVALS FOR COUNTRY CHILDREN

Dr. Scudder, chairman, opened the conference by stating some of the facts learned and results obtained through his investigations and experiments in the matter of providing country children with places and opportunity to play. It is his belief that young people leave the country for the city because of lack of legitimate, natural social enjoyments in the country. By "country" Dr. Scudder refers to communities of less than 2000 in population. "Rural" may mean any number from 8000 down. These terms mean different things in different sections of the country, but are used in this conference to draw a distinction between problems met with in large and small communities.

Newspaper men and others raise the question from time to time of the necessity for organizing play for country children. One object of this conference is to call attention to the need which exists and to suggest some practical remedies. The deserted farms of New England are visible proof that a real problem exists. For the sake of national welfare these rural regions, economically inefficient, must be made wholesome. The welfare of the nation depends on the content of the rural population. For themselves they are doing nothing, hence they must be reached from the outside.

President Roosevelt has appointed a Farmers' Uplift Commission, with Professor Liberty Hyde Bailey, of Cornell University, at its head to investigate conditions; but if a plan can be devised by which these people of the rural communities can be induced to take hold of the problem and help solve it, greater and more lasting good will be accomplished than by the investigations of any commission.

Dr. Scudder's views may be summarized as follows:

If we would have a truly great and prosperous nation, we must have a contented rural population. But, isolation and

lack of opportunity are driving people out of the rural districts. Opportunities for physical, social, and literary life and enjoyment must be provided liberally in the country, as in the city, in order—(1) to hold some who otherwise would leave; (2) to make those who must stay more contented; and (3) to bring greater joy to those who really love country life and want to live in the country.

Hence the importance of the rural school as a social center, with supervised play as one of its larger interests.

Organized plays and games are among the most important concerns of life, and their institution in plentiful measure in the rural districts is a matter of vital interest to the nation at large, for it means increased material and physical welfare, higher moral tone, loftier patriotism; in short, it makes for national righteousness.

Continuing, Dr. Scudder stated that he had found the playground the best path by which we can get into country districts without causing resentment. In Ulster County, New York, great play picnics or festivals have been held annually for three years. The term "festival" is used rather than "picnic," as the latter implies merely a sporadic effort to have a good time, with ill effects often following; while the "festival" is the climax of preparation often extending over many months. To further this preparation, clubs of various sorts have been organized; community interests have been developed; prizes have been offered along the line of domestic science, also for flowers, best gardens, etc.—indeed, any interest desired in a community may be introduced and fostered in connection with an annual play festival.

At this gathering athletic contests of various sorts should be held. The country children *do* need more play, popular opinion to the contrary notwithstanding. The average country boy cannot meet the tests of the city athletic league. Country boys may be individually strong, but they do not develop social instincts, the ability to do team work. The great man who has gone from the country to the city has not always aided in city work because he has not learned how to work with others. (In connection with his remarks, Dr. Scudder showed a very good series of lantern slides.)

Miss Alice G. McCloskey, from the Department of Agriculture, Cornell University, and editor of *Rural School Leaflets*, was introduced. Miss McCloskey has for some time been deeply in-

terested in the development of the play festival, particularly in connection with county fairs. Through the *Rural School Leaflets* she is able to reach 50,000 children in New York State alone, and interest them in this as well as other projects. She emphasizes play for the many rather than athletics for the few. She advises fitting up a few school grounds as playgrounds, with perhaps five simple pieces of apparatus, then adding one new piece each year. Let the pieces chosen to begin with be very simple and include a pole for climbing, a building to climb over, and a sand pile, rather than more elaborate apparatus. She recommends fitting up one or two playgrounds as models, and feels sure others will soon follow.

Miss McCloskey agreed heartily with other speakers in emphasizing the fact that country children need to be *taught* to play games and take part in athletic contests. She gave a most interesting account of a play festival to which the people of the country were invited. College athletes managed the affair, and arranged a series of interesting events as a program for the morning, in which they themselves took part. After the picnic lunch in the middle of the day the guests were taught these same games and events, and a series of contests was run off. Among the events on the program were:

Tug-of-war.
50 yard dash for boys under fifteen.
Throwing baseball for distance.
Throwing ball into a barrel.
Potato race.
Wheelbarrow race.
Relay race.
Three-legged race.
Long ball.
Baseball.
Corner ball.
Quoits.

Intense enthusiasm was roused, and the festival bids fair to become an annual event. It is suggested that it be held in connection with the county fair, as that is an annual gathering which brings the country people together anyway.

Miss McCloskey feels that the question of getting country people to coöperate with each other as they used to is a serious

one. It is that lack of unity of purpose, of friendly relations, which is sending the country boy to town to become a motorman, rather than to an agricultural college to learn scientific farming. The farmer of to-day needs scientific knowledge to make the land productive, so he will no longer need to run a summer resort in order to make a living. The play festival may teach children to love the ground. The practice in order to take part in events will mean a training extending over several months, and will thus be of more benefit to the contestants than the mere playing of games at an occasional picnic.

Mr. John R. Boardman, International Secretary of the Y. M. C. A., for County Work, spoke on the "Relation of the Y. M. C. A. to the Play Movement in Country Districts."

He told of the county organization as it exists to-day, with a county secretary, whose sole function it is to interest others in doing the actual work. Each phase of the county work has its own specialist, who is training helpers along his own line. So far as the play movement is concerned, they are doing pioneer work, and are ready to help other organizations working along the same line. Their organization is complete, including over 800 counties, and they could put this work into operation in six hours. The need, however, is for trained leaders. They are needed for city playgrounds, and no less for country playgrounds. The county Y. M. C. A. will soon have enough to start the work. Untrained workers should keep their hands off. The scientific leader is needed, and spontaneous play will be the outgrowth.

The Y. M. C. A. has one advantage over other organizations, namely, it has already the confidence of the people, who will follow their lead without question. They are trying to guide to a more wise use the recreation time of the farmer boy and are not, as yet, asking for *more* play time for him. They wish to help in producing an all-round boy of communal development, and the training must, therefore, be along physical, social, religious, and mental lines. To do this they must overcome the present attitude toward the education of the country boy. This attitude is not really antagonistic, but rather one of ignorant inertia. They wish to rouse a *positive* interest, and therefore need well-trained leaders.

The Y. M. C. A. movement is for boys only. They are willing to help in training leaders for the girls, but experience has shown

them that it is wiser for their purpose to confine their instruction in clubs or classes to the one sex.

Mr. Boardman made a strong plea for playgrounds suited to country needs. "Don't try to dump city playgrounds into the country; plays of the country must smack of the soil."

He believes the same sort of play life should be developed in various communities; the same piece of apparatus should be used many times; boys should learn to excel; and the same tests should be used in all counties. Athletics should be on the basis of handicaps, so 500 fellows can run in a race and have some chance of winning. He believes there should be some method of administering athletics which will permit competition, yet will not weed out the weak players.

The next speaker, Miss Mari Hofer, of Teachers College, New York, gave many practical hints as to the fitting up of a playground. She urged that children themselves be permitted and encouraged to make the grounds from the beginning. Let them clean off rubbish, plant trees, shrubs, grass, and flowers, and care for them. Let them dig a ditch for jumping and pile dirt to make a sliding hill. Let them dig a cave, enlarging it from time to time. If a tree on the ground is large enough, let them build a platform in its top and learn to climb up to it.

Too often children are barred out until the grounds are in perfect order, expensive apparatus installed, even a leader secured, and then they are turned in and told to play. No wonder they wander about, trying every piece of apparatus, and in turn tiring of each as the novelty wears off. They should be taken into confidence right from the start.

No need to look for new games or find new things for a program; there is a rich mine of old games ready at hand, new to the present generation. Character plays are always a delight. Go back to the days of Robin Hood and his merry men, and "play" archery. Weave the history of your own state into a story which can be given at a play festival. Children love to act, and the dramatization should not be hard. Thus we may rouse social community life, as was done at Quebec during the tercentenary. School and play festival could coöperate. Days of the crusades could be reproduced, with processions of knights. The manual training classes could make spears and shields, and the sewing class make costumes. The cooking class could pro-

vide the refreshments. Folk dances are particularly adapted to rural schools, and the girls could make the costumes.

In his closing remarks, in connection with a number of beautiful pictures thrown on a screen, Dr. Scudder gave many suggestions for carrying out a county field day. It should be made a big occasion, a gala day, for children who perhaps have never been so far from home before. Let a register be provided and each child in attendance enter his own name. School banners and flags should be in evidence, made by the children themselves. There should be school cheers and songs, a county "yell". All sorts of amusements should be provided, for grown-ups as well as children. A button test should be adopted, with buttons of celluloid, silver, gold, according to standard met. Don't try to get people to *do* things, but make events so interesting that everybody will want to try at least one new thing. Leaders—girls and boys who have been coached beforehand—should be ready to teach games and simple dances. Volley ball, tether ball, captain ball, prisoner's base, relay races, and many group games are all interesting and have enough of the competitive spirit in them to rouse enthusiasm. Girls in costume could give a May-pole dance and then teach other groups.

Ample provision should be made for the comfort of all who attend. Seats should be arranged, even though they are only boards placed on boxes. Good drinking facilities and lunch at a reasonable cost should be provided. Even a tent with beds for sleeping children and an arrangement by which babies could be checked and kept happy with crackers, milk, and a sand pile, so relieving mothers and letting them get their share of enjoyment out of field day, is not beyond the range of possibilities.

Ample provision should be made for girls as well as boys, though events suitable for them are not as well worked out as are those for boys. Running, dancing, many forms of relay races, games with basket balls, are all suitable and interesting. Boys cannot run or play well in stiff shoes. There seems to be no good reason why they should not be allowed to run barefoot if they choose.

The main thing is so to guide the conduct of events that county field day shall be an inspiration and incentive for all-the-year-round preparation.

Sixth General Conference

FRIDAY EVENING, SEPTEMBER 11

MR. JOSEPH LEE, Chairman

On Friday evening Mr. Howard Bradstreet, Secretary of the Parks and Playgrounds Association of New York City, explained some lantern slide pictures of playgrounds conducted by the Departments of Parks and Education of New York City.

Mr. Joseph Lee, later in the evening, in connection with his paper, showed on the screen photographs of small children at play in the limited space of a "home" playground.

THE CHAIRMAN: Two or three years ago the Boston School Committee was looking for a superintendent of schools, and I happened to know one of the gentlemen who was very anxious to find the best superintendent. He told me that in a general way there were two classes of superintendents in the country. The whole of the first class is now present in person. I have great pleasure in introducing it—Dr. William H. Maxwell.

ADDRESS OF DR. WILLIAM H. MAXWELL

New York City is preëminently the field for children's playgrounds. New York City has probably more need of children's playgrounds than any other city in the country, for three reasons:

First, because of its vast foreign population, alien in language, alien in habits, alien in traditions, whom it is necessary to convert into American citizens and to raise to the American plane of living.

Secondly, because of the density of population, which is injurious to morals and breeds diseases, and, if not corrected by some other agency, causes serious deterioration of the human kind. Our statistics show that on Manhattan Island alone there are 100 blocks with a population of over 1000 persons to the acre, and that the average density of population on what is known as the lower East Side is 700 persons to the acre. There are large sections of Brooklyn and other parts of the city where the population is almost as dense as on the East Side of Manhattan.

Third, because of the prevalent method of housing people in the congested districts in enormous tenement houses, where light and air are nearly always deficient, where there is seldom any space for the children to play except in the street, and where the incessant noise prevents children from enjoying that long sweet sleep which is the natural right of childhood.

In counteracting the evil influences of congestion of population, and in converting the tens of thousands of immigrants who every year settle in this city into American citizens and raising them to a higher plane of living, the place of honor must be given to the public school. When I speak of the public school, I refer particularly to the teaching of the public school and the habits of order, industry, silence, and respect inculcated therein. But in this city I must also include under the public school the activities known as recreative centers, vacation schools, and playgrounds. In other words, the educational authorities of this city have taken the ground that it is their duty not only to provide education in the ordinary sense of that term, but recreation and recreative work under wholesome surroundings. In discussing this subject I shall treat of the following topics:

First: What the Board of Education of New York City has done in the way of providing facilities for children's play outside of school hours.

Second: What additional facilities for recreation might be provided in case adequate financial support were forthcoming.

Third: Some suggestions as to the administration of children's recreation which have grown naturally out of our public school experience.

I. What has been accomplished during the session of 1907–08:

The Board of Education maintained, in addition to its vast system of evening schools, its vast system of public lectures for adults, and the manifold activities of the Public School Athletic League, 28 evening recreation centers for young people of both sexes. In these recreation centers the unit of organization is the boys' or girls' club. In these clubs, composed of young men and young women who work during the day, there were upward of 400. Each club, subject to the general supervision of a supervisor employed by the education authorities, is self-governing, elects its own officers, and evolves its own programs of literary and athletic work and recreation. Usually, the members of the club spend one evening in their club exercises and two or three

evenings of the week in gymnastic work and calisthenics, quiet games, and reading from books and periodicals furnished by the public library. The boys instinctively take to apparatus work and gymnastics, and the girls to folk dancing. The gymnastic work has led to numerous athletic tournaments and the literary work to debating tournaments in which our young working-girls have shown themselves entirely capable of holding their own with their young men competitors, and which compare very favorably with the interscholastic debates in our high schools. The aggregate attendance last year in these recreation centers was 1,834,885, or an average evening attendance of 9859. During last summer the Board of Education maintained twenty-seven vacation schools for a session of six weeks in July and August. Except in the case of classes established for backward children in the public schools who desired to do special work to secure promotion in September or to prepare for obtaining legal papers necessary to enable them to go to work, the exercises in these schools come under the head of what I have called recreative work. They consist of Venetian iron work, joinery, fret sewing, whittling, leather and burnt wood, basketry, and chair-caning for boys; cooking, housekeeping, knitting and crocheting, nursing, advanced sewing and dressmaking, millinery, basketry, and embroidery for girls; kindergarten for the small children of both sexes, and nature study, gardening, art study, and excursions to places of local historic interest for both boys and girls. The aggregate attendance for the six weeks in 1908 was 434,139; the average daily attendance was 14,586. The cost of these vacation schools for six weeks was $49,350.27.

The other activity maintained during the summer is vacation playgrounds. The total number of playgrounds maintained last summer was 105. Of these, 64 were for boys and girls in school basements and yards; 6 were outdoor playgrounds for boys and girls; 5 were kindergarten centers maintained in institutions. In 19 cases the playgrounds and rooms of school-houses in congested districts were open for mothers and babies of the tenements, and 11 were evening playgrounds on the roofs of school-houses. The aggregate attendance last summer in these playgrounds was 3,641,633, and the average daily attendance was 76,200, at a total cost of $70,273.36.

In a few of our newer buildings shower baths for children have been installed. During the regular school year 370,137

baths were given. During the summer months 259,850 baths were given. I venture to say that no other agency in this city did as much for the comfort, cleanliness, and health of our children as these baths. The total cost of the baths was $2,609.56. The cost of these baths figures out to be about one cent a bath.

As to the character of the work done in these vacation schools and playgrounds, I prefer not to characterize it myself, but to read you a letter written by an intelligent visitor from another city, who wrote as follows to Miss Evangeline E. Whitney, our admirable Superintendent of Playgrounds:

> "My dear Miss Whitney:
>
> "I write * * * to send you a line in regard to the impressions which I received during my visit to the playgrounds of Brooklyn and Manhattan.
>
> "The most astonishing feature was the enormous numbers gathered in each place, proving without further argument the crying necessity for their existence. The organization seems also remarkable in view of the numbers and the absolute freedom allowed the children. The very evident enjoyment of those who gather to sing and dance or play is a gratification to an observer who realizes how few of the good things in life fall to the share of this great congregation of the poor. The earnestness and enthusiasm of those in authority in the playgrounds are in evidence on every side.
>
> "Babies sleeping quietly in hammocks touch one's heart. Happy youngsters high in swings are a delight to the eye.
>
> "In every place which I visited the entire absence of quarrelsome or unhappy children was most pronounced.
>
> "I was deeply impressed by the restful, contented expression on the faces of the children whom I saw in the game rooms, quietly occupying themselves, using brains and fingers in working out their little triumphs in the game. This was an ideal condition—restful occupation—rest for the restless little bodies that at all other times of the day are rushing here and there at home and abroad; rest for the restless little brains because interest in the game precludes other thought intruding; rest for the tired little eyes which from waking to sleeping again see ever before them the great throngs of people moving through these horribly congested city districts. While the active occupations of dancing and running are very attractive to this class of children, it adds to their comfort and general improvement to realize that motion and noise are not necessary elements in amusement. The class of children

> who gather in these summer playgrounds are the ever restless ones—nervous, excitable, often badly nourished, early pushed and driven forward in the battle of life. What a triumph for our system to inculcate some elementary idea of poise and self-control even in their recreation! How eagerly the little ones listened to the instructors! I saw the hot, restless little bodies quiet in repose, gathered in circles around the storyteller, who charmed with tales unknown, which carried knowledge in their wake. For the little tots there were fairy tales of Frank Dinslow, folk lore; Eugene Field's and Whitcomb Riley's children's poems; older circles enchanted with George MacDonald's 'At the Back of the North Wind,' Miss Mulloch's 'Little Lame Prince,' etc., etc. When I think of the countless tales poured into our children's ears which educate them from the cradle to the grave, then realize the entire absence of such an educative force among the children from ignorant homes, the thought of the reading rooms and storytelling seems to me, if you will pardon the misquotation, 'the shadow of a great rock' in a weary city."

Such are the activities for recreation purposes maintained by the New York Board of Education.

II. What might be done if we had more money:

If we had $200,000 instead of $90,000 for the maintenance of recreation centers during the school year, we could easily maintain 75 such centers instead of 28, to which we were limited last year. These centers could provide physical exercises, recreation, and places for reading and study in the evening for all boys and girls who, being at work during the day, desire to spend their evenings in recreation and recreative work. They could also provide quiet study rooms for study under direction in the case of all tenement house school children who have no place to study at home and who, in the nature of the case, can obtain little or no encouragement from their parents in their school work. I cannot emphasize too strongly the importance of the study room in the school for the tenement house child who hears no English spoken in his home, who has no place in which to study except the overheated living room of the large family, and whose parents have little understanding of or sympathy with the child's efforts. Instead of the parents assisting the children in their school work, it is often the case—and it is one of the results of which we have the greatest reason to be proud—that it is the child who, through the benign influence of the

school and the playground, inducts the parents into the mysteries of American life and converts the rooms of the tenement from a place of disorder and squalor into a well-ordered home.

We do not intend, if we can by any possibility obtain the financial resources, to rest content with recreative work given only in the evening. There is recreative work of the highest personal and economic service that may be done in the afternoon. All our newer school buildings and many of our older buildings are now equipped with kitchens in which cooking, laundry work, and housekeeping are taught, and workshops in which the hands and eyes of our boys are being trained in carpentry. The curriculum of the elementary school provides that the children of the seventh and eighth years shall have access to these shops and kitchens. Theoretically, if all children entered school at the age of six years and were promoted regularly at least every half year, the children working in these shops and kitchens would range from twelve to fourteen years. Unfortunately, however, this theory is not realized in practice. Owing chiefly to our vast immigration, there are more children between twelve and fourteen years of age, or even over fourteen years of age, in the first six years of the elementary school than in the last two years. These over-age children in the lower grades are the children who go to work at the first moment the law allows—at fourteen years of age. They go out after two or three years of schooling with the most meager equipment in the way of an English education, and with practically no vocational training for boys in handiwork, or for girls in sewing, dressmaking, and housekeeping. They have had no training, either, that would fit them to earn a living or that would fit them to administer at home; and yet if our shops and kitchens were thrown open from 3 to 6 o'clock every afternoon and on Saturday forenoon, and if money were forthcoming to employ properly qualified teachers during these hours, all these children would receive this very necessary equipment for their life work. As it is, they go out to swell the ranks of unskilled labor and to lead the hopeless lives of those who struggle in vain against a hostile environment with which they are not trained to cope. An experiment which we tried last spring in one school in an Italian neighborhood proves conclusively that children of the character I describe will eagerly take advantage of work in the carpenter shop and the kitchen if the opportunity is given them. In this one school in which the shops and kitchens

were thrown open in the afternoon, there was an average afternoon attendance of 842. I regard the opening of our school shops, kitchens, and gymnasiums in the afternoons as one of the most important and useful means at our disposal for elevating the masses in this city. The experiment I have described shows that it is only necessary to give the opportunity for this training to demonstrate that it will be taken advantage of.

In the second place, if we had $75,000 a year more in addition to our present appropriation, we could maintain 60 vacation schools in the summer instead of 27, and keep them open for eight weeks instead of six. I believe further that the expenditure of this money would, before very long, show that it was really an economy. The experiment recently tried of opening a few classes for children who had failed of promotion in June in the regular day school and for those who desired to obtain working papers, shows that the extension of this work would bring about a rapid promotion of many children who now spend two or even three terms in doing school work which ought to be accomplished in one term. Any instrumentality which enables the backward child to advance at least the normal rate of speed through the grades is an economy both in school accommodations and in the teaching equipment of the regular schools.

If our appropriation for vacation playgrounds were doubled; that is, if we had, say, $140,000 instead of $70,000, we could maintain 200 playgrounds or more instead of 105. Such a number would place a playground—if not of an ideal, at least of a most serviceable, kind—within easy reach of every child and of every tired mother and baby in the congested districts of New York.

The cost of running our children's baths is very slight, but the baths themselves are expensive to install. I know of no better way in which a wealthy philanthropist could promote the physical and moral welfare of the rising generation, their health, cleanliness, and comfort, than by placing, say, one-quarter of a million dollars at the disposal of the Board of Education for the construction of shower baths in all our school buildings in the poorer neighborhoods. As I draw books myself from a Carnegie library and watch the children of the public schools go there to obtain their reading matter, I bless the great iron master for what he has done for the intellectual improvement and recreation of people of this city; and yet the usefulness, from a moral and

hygienic point of view, of the Carnegie libraries is small compared with the advantages that would flow from the benevolence of him who shall increase the number of public school baths.

We find here in this city many thoughtless people who criticize these outside activities maintained by our Board of Education. Those who make these criticisms forget that there is no waste of municipal resources comparable in extent with the waste which would ensue were a great real estate investment, such as the public school buildings, now estimated to be worth $98,000,000, kept closed and unused nineteen hours out of the twenty-four.

III. Suggestions as to the administration of playgrounds resulting from public school experience:

The first suggestion I have to offer is that a playground should not be cheaply administered. A playground, to be entirely beneficial, must be run as far as possible by persons specially trained for the work. A playground that is not under reasonable control, in which freedom of action is not tempered by forbearance toward others, in which there is not obedience to and respect for authority, will be less effective merely as a means for promoting physical health, and may be an injury to the moral welfare of the children.

Second: Our experience in this city is that pure play and pure amusement soon fall upon children of all ages, and that free play or directed play, games—athletic and social—are most enjoyed and produce the best results when mingled with recreative work, either handwork or intellectual work. Eagerness to do something, to create, is an instinct and passion of childhood. Neither swinging on a trapeze nor dancing, however graceful, will ever satisfy this natural passion. Every playground should be made a means not only of training children to play, but of training them to observe with the eye and work with the hand.

Third: The school-house and its environment is the most useful place for a playground. Public parks are in summer generally too much exposed to the heat of the sun, while the loiterers and loafers by whom they are infested render them in many sections of this city a very undesirable and very dangerous place for little children. The school building offers perfect protection from all unfavorable conditions of the weather and from

all contaminating influences to which children are exposed in parks and recreation piers, and, moreover, it is only in the schoolhouse that the equipment is to be found which enables us to give children the recreative work that should always be intermingled with play. Lastly, if you will permit me to say so, the Playground Association of America can realize the purposes of its existence in no more thorough way, and can confer no greater boon on the children of America, than by using its great influence to obtaining from boards of financial control the necessary funds with which to provide in and around public school buildings, every week in the year and every day in the week, recreative work and properly directed play for the children of the neighborhood outside of school hours. Every dollar that is spent on a school playground prevents ten thousand dollars of waste in the failure to use public school buildings.

After the reading of his paper, Dr. Maxwell made the following extemporaneous remarks:

I want to say just here that the criticism which I heard made in a paper read in this hall a few evenings ago upon the playground workers throughout the cities of this country as being too much subject to political influences, emphatically does not apply to the public school playground workers of New York City. The teachers and others in charge of the public school playgrounds of New York City are appointed, as are all teachers in the regular day schools, from eligible lists prepared after competitive examinations by the constituted Board of Examiners; and there is no power in this city or state or country that can get us to appoint any one whose name does not appear on that eligible list and whose name is not taken in the order of standing examinations.

THE CHAIRMAN: We are all very grateful for this exposition of the restfulness and the play value of real activities in which the child reaps the soul that is in him.

I now have to introduce a gentleman who has undertaken the most difficult task of extending the playground into the country, and to prevent the evil features that the playground system is undergoing from the university at the top. Professor Clark W. Hetherington, of the University of Missouri.

UNIVERSITY EXTENSION IN PHYSICAL EDUCATION

Paper of Professor Clark W. Hetherington

The functions of the American university are being determined not by a definition, nor by the fiat of any group of men, but by the needs of the American people. Always a center of research and instruction in the higher learning and the intellectual professions, it is coming to be a center of service. Service to the student along social and moral lines is widening in scope, as President Schurman pointed out in his report for 1906–07. More notable still is the service of the university to the state, as emphasized by President Van Hise, of Wisconsin.

The older extension in the arts and sciences is being supplemented by even more influential educational work and investigations by professional departments. Various agricultural colleges are dealing directly with the practical problems of the farmer. Educational departments are fostering the educational interests of the state. Engineering departments are investigating state problems. At Wisconsin University a hygienic laboratory examines water supplies and investigates the sources of contagious and infectious diseases, and various faculty members serve as experts on different state commissions.

University extension in physical education, as conducted by the Department of Physical Education in the University of Missouri, is one of these newer expressions of university educational influence. It is an effort to mold the physical recreative social customs of the people by extending the influence in physical education of the highest educational institution in the state. The subject as here presented is from the viewpoint of what is in actual progress in Missouri, not as a function for other universities, for every university is not fitted to perform every function performed by every other university.

To ward off misapprehension before it is conceived, it should be stated that there is no element of dictation or coercion in this work. The function of the university is to educate, but there is no compulsion in accepting anything it offers. Again, considering the advertising mania in universities and recent criticisms of athletics, it should be emphasized that there is no spirit of advertising or booming prompting this movement. It

is one of pure service, though we recognize that any good extension work must react favorably upon the university. Thus interpreted, college presidents and other educators who have come in contact with the movement have supported the concept unanimously. With singular unanimity they have emphasized the large physical, hygienic, moral, and social possibilities for service to the state.

Being a pioneer movement, university extension in physical education is probably to most people a meaningless expression. The extension idea lacks recognized public standards; the term physical education and its synonyms are much abused and misinterpreted. Both need interpretation. Therefore, before considering the practical work in progress, the concepts guiding the work should be explained. These concepts and the spirit of social service in the work are best introduced through the organization and policies of the department carrying the schemes, and center about the use of play and athletics as an educational force. What is extended is not untried theory. From the viewpoint of the extension work the department is an experimental station.

In 1900, disgusted with the corruption cropping out of intercollegiate contests, the Board of Curators organized all athletics under university administration. Quoting ex-President Jesse, "All athletic activities from ping-pong to football came under the control of the director of physical education." The usual cumbersome machinery of student athletic associations, with their officials, committees, managers, and student politics, was swept away, and the responsibility for the organization, the coaching, and the financing of athletic teams was placed under the administration of the department. Moreover, athletics were raised from their usual status as highly evolved vacant lot amusements—mere sports—to a legitimate place in the university curriculum as an educational discipline, a function of a department under absolute university supervision. The department became thus not a department of gymnastics, nor a department of athletics, but a department of physical education, controlling all the technic of physical education and all the educational influence in the large physical recreative social activities of the student body.

Under this organization original policies in athletics were framed because the organization, with its great power, offered

either the opportunity to use the *esprit de corps* of the university to promote the usual sporting system in intercollegiate athletics, or *the larger opportunity to use athletics in a way yet unrealized by any college as an educational force in the lives of the students.* This latter ideal requires a new viewpoint.

As a means of physical education, athletics were organized on a par with gymnastics. Gymnastics are for those that need them and like them; athletics are for those that like them and are fitted for them. Athletics were organized for all students; for large numbers, not for intercollegiate candidates alone. Any student should be able to take part in the sport he loves, irrespective of previous experience or skill or possibilities as a player.

Such service requires unusual equipment and an unusual staff. To accommodate the work, a plant was planned and constructed. Besides the 2 indoor and the 2 outdoor gymnasiums, there are at present completed 17 tennis courts, 6 outdoor basket ball courts, 5 play fields for team games, each accommodating several teams, a running track for men, and a golf course. These are owned and supported by the university for the use of the general student body, free of cost.

On the athletic side, a staff of instructors has been developed, after many failures, that has the attitude of educators, not that of mere trainers of record breakers. Opportunities in fields for the average American student are not sufficient. He has been educated as a bleacher fiend. He must be educated to play. To be aroused, some one must take an aggressive personal interest in him. He must have the stimulus of enthusiastic, forceful instructors, giving sympathy, encouragement, and skilled instruction. For this a new species of athletic instructor is demanded; he must be selected and educated. Seldom can he be developed out of the modern coach.

These policies and the organization are symbols of the functions of physical education as promoted by the department in its extension work. No educational institution can claim to have a department of physical education that does not offer opportunities, organization, and instruction in vigorous play equal at least to those in gymnastics. The policies are essential to realize the functions of physical education; the organization is essential to realize the purpose of the policies. The lack of the policies has subjected athletics to endless criticism, which is also a criticism of physical education as organized and physical

educators. In the promotion of the policies there is a mission. On them hangs over half the success of physical education for our civilization. They are particularly essential if athletics as play are to be used as a means of physical education in educational institutions. The necessity for this use, with all the struggle it entailed, lies in the functions of athletics as a *natural* educational force in the lives of the older boys, especially of the high school and college ages. Athletics are formal plays satisfying the self-testing, competitive impulse of adolescent years. They are the final product of the competitive impulse in play and the natural physical education of the normally developed boy. In them the boy has inalienable rights. More valuable than gymnastics as a moral-social discipline, they have as a part of play broader function in physical education for the older boys. Their moral-social values are a superior argument for their existence, and often justify their existence, though the physical values are temporarily lost.

The fact that interinstitutional athletics are riddled with evils should not blind us to the values. The values are there, though we may be compelled ultimately to eliminate such contests through inability to control the evils.

Controlled athletics present an educational force for moral and social education the possibilities of which are yet unrealized. The universality and intensity of the boy's athletic impulse and the ease with which it is aroused indicate its fundamental breadth. The intense social character of the activities, the extreme susceptibility of boys to leadership, and the temptations resulting in evils, signify the possibilities for moral guidance and discipline. Dean Briggs, of Harvard, in a recent lecture declared that in athletics lay a greater opportunity for moral leadership among young men than in any other professional field.

The *moral* evils of athletics are the natural results of neglect on the part of educators. College boys developed athletics as sport. They received no guidance from educators, but were left to the dominating influence of intense partizan rivalry and the leadership of men who were mere sports, and often had the lowest of moral standards. High school boys imitated college methods.

Over athletics as play and an educational force a national struggle is raging between those, on the one hand, who are

interested in athletics as play, as sport, as recreation, as a natural and powerful educational force in the lives of boys; and those, on the other hand, who are interested in all sports merely as a spectacle and as a means of satisfying partizan feeling. Each interest is based on a deep instinct and therefore has its legitimate place. The play and educational interest is expressed in amateur athletics; the spectators' interest is expressed in any contest, but its tendency and motive are professional. The spectators' interest, uncontrolled and uneducated, fastening itself upon highly evolved institutional amateur athletics, has corrupted them. The spectators' interest cannot be killed; it is based upon a fundamental instinct, but it must be controlled and educated. To the spectator enjoying the spectacle in highly involved amateur athletics there is perhaps no objection, provided he does not, as a partizan, use his influence to debase the function of play to increase his pleasure. When educators fully realize the corrupting influence of college recruiting among preparatory school athletes, either the proselyting will cease or intercollegiate athletics will go out of existence.

School athletics and playground athletics have been and will be more and more subject to the same forces that have ruined college athletics unless educators understand—control them. Athletics are the tree whose roots are deep in the soil of infancy. The spirit and the forces controlling the activities of the older boys creep down into the play of the younger. What the results shall be depend upon the interest, wisdom, and guidance of educators. The boy's aim in athletics is sport; the educator's is education. Between the two there is no conflict, but *the educator must do the organizing in order that either aim may be secured.* As the natural physical-social education of the normally developed adolescent, athletics should be institutionalized among the national play and recreative customs. They can be so nationalized only as a recognized educational force under the intelligent leadership of educators.

These points on athletics as play have been emphasized because they best interpret a social and educational need, as well as the breadth of influence possible in a university extension scheme, and because we conceive it to be the duty of the university, as the most powerful institution engaged in athletics, to see that athletics are adjusted to their social and educational functions.

However, athletics are but one phase of physical education and one phase of an extension system. The broader setting of the subject may be given in a few words. Physical education is an educational endeavor the values of which are centered, not only in the organic, motor, and nervous development of the growing child, but also in a direct and conscious moral-social discipline. Physical education disciplines through motor activities, involving personal achievement and social conduct, and, therefore, a training in conduct. It deals with the mental life involved in the broader, freer motor activities. It molds the motor recreative social activities and customs of a people and the forces creating such customs. It is applied to sociology as well as physiology and hygiene. Coöperating with education, hygiene, preventive medicine, social betterment work, etc., it does its part toward the production of an efficient social people. Physical educators must rise to these functions. The mere fact that they must direct play and athletics makes them moral leaders. Mere gymnasts or mere athletes are not physical educators. Had physical educators performed their functions, there would have been less need of a playground association.

In a state system of physical education the results desired during the growing age of the child are a development of each child's functional resources and a moral discipline in his natural laboratory of conduct that will socialize him. To gain sound developmental results, each child should come under technical experts who can make an examination of bodily needs, and adopt activities that will meet those needs. To gain broad social results, teachers that are social leaders with moral ideals are necessary.

In the plan for organization, there should be directed play and gymnastics in every city district, in every town and village, and in every rural school. The playgrounds should be open after regular school hours and during the summer. In each city high school, in each city district, and in each town of limited size there should be one or more expert directors. For each county or group of rural districts there should be an expert whose duty it should be to equip and organize playgrounds, to select or direct the teachers' election of activities adapted to the sex, age, and needs of the pupils, to examine and inspect the children as to their physical and nervous needs, and to investigate the hygienic environment. In the country districts especially the school and

playground should be the center of the child's social life, and the teacher a leader in social welfare work. Out of the activity of all these playgrounds there should result local, district, and, for the older boys, state games. Around the district games of country schools all the recreative social life of the adult population should be woven in folk fests, as illustrated by Dr. Scudder's splendid work. Many opportunities for the development of local pageants are possible. All this should be made the center of and articulated with the broad recreative social customs that occupy so large a share of the life of the people. Personally, I have faith enough in the self-interest of the people to believe that these ideas can be practically realized. Considered in the light of education, the duty of the state university, the most powerful educational institution in the state, seems clear.

Such are the general policies and ideals of service involved in the university extension movement in physical education. But dreams are not public institutions. Dreams are realized only by education through practical ideas that appeal to the minds of men. Ideals must run the gauntlet of many expedients. We will review the practical work briefly.

In exerting its influence for the realization of ideals in the state, the university has two modes of procedure: direct education and the production of leaders. On the latter point reference need only be made to the fact that all this extension effort is capped with the organization of a four years' course for the training of physical educators. All permanent results depend upon the successful production of competent teachers.

In extending its educational influence into the state the department has five lines of procedure, stated here in the order of difficulty of accomplishment:

First: Extension lectures and the distribution of articles to arouse and guide public opinion.

Second: Giving practical information.

Third: The promotion of state associations to foster physical educational activities and interest.

Fourth: Direct promotion and organization of physical educational activities.

Fifth: The creation and maintenance of a model university department of physical education.

Of this list, only the fourth will be considered, after a mere reference to the fifth.

Creating and maintaining, as it should be, a university department of physical education is at the present time one of the most difficult tasks in the broad field of institutional education. Yet when so created and maintained, it has corresponding influences. As a force in the extension movement alone, it stands as a silent moulder of ideals among students who are to be scattered to the four corners of the state as citizens and as leaders. The accumulating power of this force can scarcely be overestimated.

In the direct promotion and organization of physical educational activities, secondary school athletics and organized play have received particular attention, largely because local conditions dictated this mode of procedure.

Through the development of secondary school athletics the university has an easy and immediate means of promoting physical education. School-boys imitate university activities. In Missouri as a state, high school athletics were little developed outside of the three large cities previous to 1900. In 1903 the department organized the first annual interscholastic track and field meet, open to the accredited secondary schools of the state. Shortly after, the university added to this event a debating contest for boys and an essay contest for girls, open to the students of accredited high schools, and called the occasion "High School Day". There is something of the Greek ideal in this combination of athletic and intellectual contests. In addition to these events several teachers' associations meet on the same date. The management of "High School Day" was placed under a committee composed of the director of the Department of Physical Education, the dean of the teachers' college, the professor of constitutional law as chairman of the essay and debating contest, and a secretary. The day absorbs the attention of the schools of the state and the energy of the entire university. When it is realized that hundreds of secondary school students attend, that the largest delegations travel 150, 200, and more miles, arriving one day, competing the next, and returning home the following night and day, and that all students and teachers are housed and fed while in Columbia under the auspices of the university, the magnitude of the undertaking, the responsibility, and the possibility for lasting impressions will be seen.

The expressed object of the athletic meet is a final state event for the school-boys of the state, dignified by the university and managed on model lines. Conducted strictly as an educational

influence, great care has been exercised to eliminate all objectionable features. It is not an advertising or booming scheme, as so many interscholastics held under the shadow of a university. It is confined strictly to the state schools, of which the university is the head. No effort is made to secure the participation of strong athletes outside of these schools. They are not eligible. No special invitations or inducements are offered athletically strong schools. No contests take place between high school students and university athletes. The high schools are not used to develop ineligible freshmen. Recruiting or proselyting is absolutely prohibited. Such meets naturally strengthen university athletics, but this is not the direct aim. Insistence on the wider aim secures broader results. The authorities of the university are agreed that, as an educational force in the state and in its reaction upon the university, "High School Day" has paid the university many times for the effort and cost.

On several occasions basket ball and baseball events have been added to "High School Day". It is planned to treat basket ball, baseball, and tennis in the same manner as track athletics. We hope soon to see the state divided into districts under the highest educational auspices, and organized for district tournaments, and, where possible and desirable, to have a final state event. A field secretary from the university will promote these organizations and develop a state league.

Another phase of this development of secondary school athletics is the direct organization of athletics in certain high schools by a university agent. Assistants are sent to high schools that ask for aid. Naturally, in a state undeveloped athletically there are many districts and new high schools where the boys know nothing about athletics, and where the teachers are not capable of instructing them. In track athletics, for example, assistants are sent on invitation to lay out a track and equip it at minimum cost, to give instruction on the construction of home-made apparatus at slight cost, to organize the students for training, to train the squad for a week, and demonstrate everything from the form in each event to the conduct of a meet, giving a program of training for each boy in each event for a season, etc. In team games a similar service is rendered. Teachers are inspired by the spirit engendered in such work, and enter enthusiastically into it. It is the aim to continue this work

until all high schools are properly organized with efficient directors.

More inspiring in power and possibilities is the direct promotion of organized play. This is the general movement of which the promotion of secondary school athletics is but a phase. The general plan for promoting organized play for all the children of all ages in the state was presented to the university authorities in 1904, but not approved until the fall of 1906, and not financed by an appropriation until the spring of 1907. What has been accomplished was done during the last collegiate year; the active field work, between January 17th and June 17th, 1908. Started with extreme difficulty and after many delays, the results have been inspiring. The motto, "Organized play in every town and rural school in the state," seems the educational wedge that will create a thoroughgoing physical educational system in the state.

The plan was simple. For promoting organized play, an expert agent was proposed who should travel over the state; enter country districts, towns, and cities; convert the citizens; and organize the movement on a firm educational and financial basis.

The serious consideration in launching this untried work was to secure a man with the personality, knowledge, breadth of view, tact, and sympathy to impress and handle citizens who knew little or nothing of such schemes for social or educational advancement. Unless the matter was carefully presented, intense prejudices would be aroused; first impressions in such work are lasting. Success or failure was involved. Consequently the field of playground experts was canvassed. It is significant, from the standpoint of the nature of the work and from the standpoint of the personal qualities necessary to do it, that our choice fell upon a sociologist, not upon a physical educator. Mr. Royal L. Melendy was called to the work. Upon his character, resourcefulness, energy, and conscientiousness the success of what was accomplished was entirely due.

The campaign was very carefully planned, and modified as experience suggested. With one exception the larger cities were avoided, because the country needed the influence of the university more. It was originally planned to cover all the rural district schools of one county. But this part of the plan had to be postponed until next winter, and attention confined to small cities and towns. Towns were carefully studied to avoid any

possible jar. Success depended on a selection for demonstration. The teachers' college officials and state officials coöperated in this work. Circuits of towns were arranged to have an actual demonstration of the value of directed play in the several sections of the state. Nine towns were selected in central Missouri, eleven in the southwestern part of the state, nine in the southeastern, and thirteen in the northern. St. Joseph alone was visited in the northwestern part. The towns on these circuits (42 in all) were visited in order, and revisited as the situation demanded.

In approach, the method was simple. Mr. Melendy entered each community with a letter of introduction to the superintendent of schools, and to him the plan was presented. If he were favorably inclined, it was then presented to the board of education, and if approved, presented to the citizens through commercial organizations where possible. This order was followed invariably.

While in the field, Mr. Melendy wrote daily reports which he later summarized. What followed is largely drawn from this statement.

The plan was received most cordially. The public school superintendents were uniformly favorable. Many of them were familiar with the playground movement. But few would ever have been able to have established the plan alone, even if they so desired. It took the influence of the university and an expert organizer to accomplish this.

Practically every school board approved the resolutions. The members generally took a deep interest, and many served on committees to solicit funds. "Without exception the commercial clubs indorsed the playground as an educational institution. As a general rule, however, they were certain that 'this is a most inopportune time to raise funds in our community.' It was an experience so universal as to become highly amusing to have a spokesman say, 'You see our town is a little peculiar in that it raises more money for public improvements than any town in Missouri.' Then would follow an enumeration of the enterprises in securing which their town was supposed to be unique. This statement was always made in good faith. Few commercial clubs expressed any confidence in the willingness of the people to contribute. Nearly every one present, nevertheless, stated that he would be glad to contribute."

To the citizens in general the plan filled a long-felt need. "An average of four-fifths of the men to whom the soliciting committees presented the plan contributed. With but few exceptions the plan was entirely new to the people. The readiness with which they accepted it was due to a very general and deep-seated feeling that something ought to be done to keep the children out of mischief during vacation. Just what that something should be no one seemed to have thought out. The voluntary play school as a definite, tried system of social and moral education unconsciously acquired by children while engaged in pure spontaneous play fitted that need so exactly that its presentation more frequently elicited enthusiastic approval than skeptical opposition. Only four men in the state actively opposed the plan."

This attitude, however, was not secured without strong perseverance and tactful manipulation. Obstacles were numerous, unavoidable, and in some localities complicated.

To summarize the results: Of the 42 towns placed on the circuits, 3 were not visited because of the pressure of time and railroad connections. In 9 of the 39 towns visited, after learning the local conditions, no effort was made for organization.

Thirty towns were organized. In 6 of these, however, the money could not be raised. In 12 towns from one-quarter to three-quarters of the money was raised, a total of $2000 being pledged, but not sufficient to secure the establishment of playgrounds. Many of these towns would have succeeded had Mr. Melendy been able to have remained longer.

Twelve towns raised the money and established playgrounds; 1 town establishing 2, making a total of 13 playgrounds which employed 20 directors. The original total of $5000 subscribed for these playgrounds was greatly increased later.

Between these realized works and the ideals prefixed is a broad chasm. Progress in creating new social movements is slow, but success has an accelerated movement. The success of the last year gives concrete data and living arguments. More rapid progress in the near future seems certain.

THE CHAIRMAN: When we come to discuss the reformation of the State of Massachusetts, I shall move that the University of Missouri be sent out there to help us along.

THE HOME PLAYGROUND

PAPER OF MR. JOSEPH LEE

The home playground I have in mind is a piazza 36 feet long and 11 feet wide, on the roof of an L, behind a city home. It has a brick wall 3 feet high on one side, and a green fence, with the pickets too near together for a boy to get his toes between, and surmounted by a chicken wire, on the other. The piazza opens by a French window from a small room next the parlor, and I think it particularly fortunate that there is neither an ordinary window to bump your hat in nor a flight of steps to render the transportation of velocipedes and rocking horses difficult—nothing, in fact, but a sill to step over.

Most home playgrounds, perhaps, would be backyards rather than piazzas; but I think much the same treatment can be used in both, though, of course, clothes drying may interfere somewhat with their more serious and important uses in the case of the backyards. The use of this particular home playground (or rather of its predecessor, which was much like it) began with a baby in a clothes basket; and perhaps I might be permitted to linger a moment over the subject of clothes basket psychology. It is a curious fact, and one that seems to be received with difficulty by most mothers, that babies do sometimes need rest—that they do not always want to be chirked and chucked and tossed and worried and made to cultivate habits of observation; there are times when the cry on being let alone is a cry of relief, the first symptom of getting down to normal bearings. Children need, sometimes, as grown people need, to follow the advice of Dr. James Jackson, one of America's first and wisest physicians —to first lie down until they feel tired, and then keep on until they feel rested.

Still, the letting alone process should not be carried to fanatical extremes. When a baby gets her head through the bars of the crib, it is perfectly permissible to interfere before she strangles. Of course, also, at this clothes basket age, children need the appreciation, and indeed whole repertoire, of mother play, with its hundred forms of reciprocity.

Also, very soon after the purely motion plays of kicking his legs and flourishing his arms and talking, there comes purposeful play. I think there is no more interesting thing in life than to see

a baby find its hands for the first time. Certainly there is no greater epoch than that which he is then going through. Just think what it means! Those white clouds out there that he has long seen shifting and wavering about, moving in all sorts of fantastic lines across the sky—those strange fleeting intermittent phenomena—seem somehow to be connected with this sort of grunting and kicking power that he is himself inside of. There is a connection between the movement inside and the motion of the heavenly bodies, and he seems somehow to have hold of the steering gear. It is the first experience, beyond the comparatively indefinite one of hearing his own voice, in producing outward appreciable results, of being a cause. From that time forward this being a cause would be the center of his keenest interest. "The rattle of Archimedes," Aristotle says, "is good for children of this age." The rattle was perhaps the greatest discovery of that great scientist of the ancient world. Its advantage over an ordinary stick or spoon is that it attests the reality of results produced not only to the eye, but to the ear. There is nothing else, except possibly his little sister's hair, that combines these elements of satisfactoriness to the same degree. Not until he buys an automobile and so can make his record also on the sense of smell will he achieve a more inclusive satisfaction.

And Froebel was right when he said that soft, bright worsted balls were good playthings for this age. They are nice to grab; they are remunerative to look at. And they are better measures of the universe than most other things. The world, that is to say, is more reasonable when its contents are classified as round and not round, than when you try to arrange them as hair-pins and not hair-pins. So the physical impulses to grasp and wield find their best satisfaction when the desires for realistic achievement and for cultivating mental grasp are also satisfied.

Therefore, besides a chance to be let alone and a chance (when it is not too cold) to flourish his arms and kick his legs, the child of the clothes basket age needs a mother, a rattle, a ball, and a few other of the more primary playthings.

We now come to the earliest walking, but as yet not too obstreperous age—say from one and a half to six. (Of course, these ages overlap and, of course, they are not ages by the calendar, but by the stage of development—what has lately been called the physiological age, based upon something of the same

idea as was conveyed by John Boyle O'Reilly when he said that life is not measured by years, but by heart beats.) At this time of life I think the most useful adjunct of the baby's existence is a pen—not to write with, but to live in. Certainly in my own experience I have found that the pen is mightier than the nurse—at least in producing a contented mind. Ours was 5 feet square by about 26 inches high, a good height to stand and hold on by and to shake. It had a bottom of some waterproof material, buttoned on at the corners, that was good after a rain, especially on grass, and made it easier to move all one's worldly possessions at once.

The pen has a most interesting physiological effect in the direction of contentment. Children seem willing to spend hours and hours playing in it when they will soon get fussy if left outside. Often even after a child who has been running all over the playground or the room has already become tired and cross, he will, if taken up and put inside the pen, quiet down and play contentedly, singing to himself. There is evidently something about an insuperable, and therefore accepted, limitation that is very soothing to the childish mind. I suppose the reason is in the need of the simplification, simple life, of escape from a maddening crowd and a plethora of resources, of retiring to one's country home. The feeling is the same that, as reported by Mr. James, has driven many weary souls to seek the monastery; the desire to escape confusion and attain simplicity at any cost. Also you can look the other way, and know that he will not kill himself before you can look back.

Of course, from a very early age, you will want a sand-box. Ours is four by four feet and a foot high and has a cover, the legs of which stick up in the air when it is shut and support it on a level when open; when, also, it has an edge to keep the sand from getting pushed off. The extraordinary attraction of sand to work in has often been spoken of. Children never tire of it. The very day of their return from the seashore, where they had lived actually on a sand beach, ours rushed out and began playing with the sand-box as if they had never seen a handful of such material before. The reason, of course, as I have elsewhere stated, is that sand is plastic to their hand, and more, that it takes the form they imagine for it instead of following some preconception of its own. Molds are good, and iron spoons, and receptacles to be filled, and sticks and stones that can be

stuck up to make a garden, and water for ponds and rivers—though these last are rather soaky and disappointing. The pen, of course, can be pushed up beside the sand-box, and one can, as it were, have the advantages of a country and city home combined. The sand should be what is called "fine beach sand," not the coarse yellow kind which is sometimes too atomic in its bias, while the really fine sand the masons use is unnecessarily expensive. Bank sand is all right for the children. They are entirely impartial about dirt. It is merely a question of washing.

When a child has just learned to walk, he has a vast interest in the question of balance. He likes much to stand up on the box and feel it jiggle. He will perhaps undertake a rocking chair, with results in rapidity of vibration that are often interesting if your nerves are strong. A child likes to stand up on a toboggan. Above all, he likes to run down any kind of a bank; and the best is, of course, the one that makes a noise when he does it, such as may be produced by tilting a board up on the sand-box on one end. Having, as I supposed, invented this not very complicated piece of apparatus, and introduced it on our playground, I was both disappointed (because of the vanished opportunity for a world-patent) and gratified to learn that it was adopted by the Japanese in their institution for soldiers' children. I had my board hooked on the sand-box, so that it would not slip off and be a cause of grief. But any object on a playground, like any new institution elsewhere in the social fabric, is apt to produce other consequences than those foreseen. A board, whether supervisory, executive, or otherwise inclined, may be put to uses not intended by its designer. Ours, with one end on a chair, served as a bridge, as a boat, and—in conjunction with another board, with a gate that had become unhinged, and other objects of bigotry and virtue—as a sleigh for Santa Claus. Also it gives very good results when laid across one of the rollers of the sand-box so that the end hangs down when you run across it. Also it makes one side of a coast.

For as soon as the snow comes, we shut the sand-box, roll it to one end of the piazza (with its back to the sun so as to minimize melting), pile the snow up on it, and make a coast. The last day of coasting we open it again and it reënters on its office as a sand-box.

Interest in piling up—not necessarily coupled with efficiency

—is marked from an early age. But from a still earlier age (perhaps three), and continuing I don't know how long (I am sure it lasts at least to forty-six), the interest in coasting is phenomenal. I have seen a boy of five, by no means lacking in discrimination of what is real life and what is not, coast all the afternoon on a wedge of snow one foot high on the top by three feet long at the base. To be sure, it was icy and perilous. This same boy at the age of seven, though he now fully appreciates the more exciting coasting on the Common, will still use the piazza coast all the afternoon when nothing better offers; and all the children have now used it pretty steadily from the ages of five to eight.

Of course, blocks are good on any playground for small children, but ours seemed to prefer the house to outdoors, even in warm weather. A rocking-horse has been used at intervals; also driving-reins for quadrupeds of the paradoxical two-legged variety. A velocipede, affording a valued variety in the game of tag, has been a great resource; also a carpenter's bench, which has spent part of its time on the piazza (under a rubber cloth at night) and part of it in a small adjoining room.

This vestibule, or annex, by the way, has been of much importance, affording a safe shelter, within easy reach, for things that don't like to get rained on, and being used as a general base of supplies.

Diabolo goes everywhere; likewise baseball, when the age comes for it. Snow-balling next door sets in at about six for boys.

Dolls have been a very present joy, including Teddy bears; and to the proper care of these an apparently indestructible doll carriage has contributed much.

We have flowers in boxes on our piazza, planted there; and the seeds planted in them, in May, are a good deal appreciated by the children, and very much so in some cases by the English sparrows. The interest in growing things is very strong when it takes hold—as it has done in one case out of four with us. A dog and a kitten seem, however, to meet the nurturing impulse more effectively in our case. (It is an interesting thing, by the way, that our dog, when he played tag, at first thought it necessary to grab up a piece of wood. I think he considered it a bone, and that you were chasing him to get it away.) Boys seem to me to have toward animals fully as much of the maternal

instinct as girls; and it appears, from facts reported by Darwin, that they have a good right to this inheritance.

We have also an indestructible vine (Boston ivy, of course) and an awning—necessary in summer.

But for every age, up to perhaps eleven, and on every kind of playground, there is, besides the desire for this and that particular thing, a desire for things undifferentiated. Almost anything will be put to use by a child. They want to handle the universe and get used to it, and almost any object is material for investigation or adventure. One child of eight, whom I was talking with about the resources of her backyard, said, "Well, you see we are very lucky, because we have barrels." I could see that the condition was a fortunate one; but I did not at first perceive exactly what form the good fortune assumed, until she continued: "You see there is a little bank, and we get inside the barrels and roll down." Of course she was, as she had stated, an unusually fortunate young woman; but I think if it had not been a bank, it would have been some institution equally remunerative. Like the little girl who was "very lucky with a lamp before the door," my little girl's father also was a banker, and perhaps that had something to do with it.

I have sometimes meant to make an inventory of the objects presented on opening our sand-box, but never felt quite equal to the task. I remember a very solid copper coal-hod. I don't think I ever saw it used for anything, but I feel that it must be satisfactory to know that it is there. There are many bits of wood of different shapes and sizes, a tennis ball, two rollers to move the sand-box, and several pails.

Precisely what a child from three and one-half to four years old did every morning from 10 to 12 I am unable to record, except that she was always happy, always occupied. This last winter, at the advanced age of four and one-half to five, she can be partly accounted for as a kindergarten child; that is to say, one whose resources have been definitely developed—instead of being left to nature, which is a modern name for the uneducated nursery maid, so that she is able to do things for herself. I know that dolls and the baby carriage have a great deal to do with it; but also I think that absorbed and contented occupation will generally result in the case of a child full of life in any place where there are things to visit, handle, and pretend things about.

Of course, this was the case of a rather remarkable child;

but then, every other case is like it in that particular respect, as one can always ascertain simply by asking the mother. But one caution should be suggested: if a child is not happy under such conditions, do not be fierce and unreasonable, but supply the resources which it seems to want.

Another case, which, though it is of a house on the seashore, is also that of a backyard, and largely the story of a little apparatus. The whole lay-out consists of a horizontal beam 12 feet long, supported by three uprights at a distance of 10 feet from the ground, running parallel to a fence about 10 feet off and 2 feet lower than itself. Between the two are three nearly horizontal ladders, all supported at the fence on one end; one supported on the beam and the two others on a bar and vertical ladder respectively at a height of about five feet from the ground. There is also a slide running down from the said bar on the side away from the fence. The fence connects with a piazza about 10 feet long, so that when you drop from a ladder or go down the slide, you can run up onto the piazza and escape back onto the ladders along the top of the fence.

The essential cause of the popularity of this apparatus—which has been very great and fairly continuous among children varying in age from four to fourteen, and especially between the ages of six and ten—has been the fact that tag can be played on it; that is to say, the popular thing has not been doing stunts, but playing the game. I think, also, the complication of the arrangement, including the use of the piazza, has been essential. I know I tried a similar lay-out on a city playground, minus the piazza, and nothing satisfactory has resulted.

Also I remember an English elm on which I once assisted in rigging up a couple of old well ropes, tying them pretty near the top of the tree, and bringing each down and hitching it with a turn near the end of various branches until it reached the ground. There were thus three ways of getting up the tree,—two ropes and the stem,—and we played "jaguar and monkey" there with great satisfaction for several summers.

A curious experience to me in connection with this apparatus was the discarding of swings. I am a believer in swings on a city playground. They are popular in all weathers; the falling and rising, pull and relaxation, going forward and back, seem somehow to fit our sense of rhythm—like sleeping and waking, working and rest, society and solitude, Republican and Demo-

crat, tweedledum and tweedledee. A little hypnotic, perhaps, but there is also training for the imagination. With me it was wolves and Indians, but almost any kind of galloping adventure will meet the requirements.

Nevertheless, we discarded swings. I think that, as compared with a strenuous game, it seemed trashy, sensational; an emotional experience rather than an exercise of character. Also it led to quarrelling. The above ruling against swings, however, is not to be so construed as in any way to prejudice the right of walking up the inclined poles of the slide by means of a rope attached to the swing fastening in the beam above, and then jumping off near the top of said slide and holding by the rope in such a way as to obtain a suitable swing, and so landing on your feet—or as fate wills—at the end of it. The exercise of this reserved right is valued at least at the age of five.

The apparatus has proved especially valuable to a child who was a little hysterical about trying almost any physical feat. From being unwilling to venture going hand over hand under a ladder, she got in a year to go along skipping two rungs and swinging by the third.

A tilt was useful for a while; but the board was afterward needed to make a coast; and when one boy had got a splinter sufficiently large into his toe by that process, the board was promoted to serve as the basis of a raft, which position it now holds.

Of course, do not think that any home playground is enough. Other people's cellar doors have fascinations as well as our own. There must be variety of scene as well as of employment. There must be nature—real grass to rub your nose in, and things to bring home in your pockets to excite inquiry as to the source of fascination on the part of one's denser elders. Also a boy of seven who can shoot the waves all day in his own boat, or one who can perform even greater feats in private war, will sometimes feel that he has a soul that no sand-box or things that savor of the sand-box can always and entirely fill.

Minutes of the Meeting of the National Council of the Playground Association of America

Saturday Morning, September 12

The meeting was called to order by the President of the Association.

Miss Josephine Beiderhase, Chairman of the Committee on Athletics for Girls, presented a report of the work of the Committee.

MOTION: That the report of the Committee on Athletics for Girls be accepted, published in the proceedings of the congress, and the recommendations contained therein referred to the Board of Directors. Carried.

Mr. Emanuel Haug, Chairman of the Committee on Athletics for Boys, presented a report of the work of the Committee.

MOTION: That the report of the Committee on Athletics for Boys be accepted, published in the proceedings of the congress, and the recommendations contained therein be referred to the Board of Directors. Carried.

Miss Maud Summers, Chairman of the Committee on Storytelling in the Playground, presented a report of the work of the Committee.

MOTION: That the report of the Committee on Storytelling in the Playground be accepted, published in the proceedings of the congress, and the recommendations contained therein be referred to the Board of Directors. Carried.

Miss Sadie American, Chairman of the Committee on Play in Institutions, presented a report of the work of the Committee.

MOTION: That the report of the Committee on Play in Institutions be accepted, published in the proceedings of the congress, and the recommendations contained therein referred to the Board of Directors. Carried.

Mr. Clark W. Hetherington, Chairman of the Committee on a Normal Course in Play, presented a report of the work of the Committee.

MOTION: That the report of the Committee on a Normal Course in Play be accepted, published in the proceedings of the congress, and the recommendations contained therein be referred to the Board of Directors. Carried.

Miss Luella A. Palmer, Chairman of the Committee on Kindergartens, presented a report of the work of the Committee.

MOTION: That the report of the Committee on Kindergartens be accepted, published in the proceedings of the congress, and the recommendations contained therein referred to the Board of Directors. Carried.

Mr. Joseph Lee, Chairman of the Committee on State Laws, presented a report of the work of the Committee.

MOTION: That the report of the Committee on State Laws be accepted, published in the proceedings of the congress, and the recommendations contained therein referred to the Board of Directors. Carried.

Mr. Seth T. Stewart, Chairman of the Committee on Equipment, made a report of progress of the work of the Committee.

MOTION: That the report of the Committee on Equipment be accepted, published in the proceedings of the congress, and the recommendations contained therein referred to the Board of Directors. Carried.

MOTION: By Dr. D. A. Sargent, that in publishing these reports in the proceedings of the congress it be stated that the reports of committees are tentative in character and are to be considered for final action and approval by the Board of Directors. Carried.

Mr. George E. Johnson, Chairman of the Committee on Resolutions, presented the following resolutions for action:

> *Resolved:* That the grateful thanks of the members and friends attending the Second Annual Congress of the Playground Association be extended to:
>
> The city officials of Greater New York, especially to the Mayor and his representative, for their generous coöperation in all the purposes of this convention; and also to the Police Department.
>
> To the mayors and officials of the other cities, who likewise have coöperated and shown great interest in this convention.
>
> To the honorable Governor of this State for his eminent contribution to our program.

To the authorities of this museum building for the freedom and full use of its commodious appointments for headquarters, exhibits, and assembly rooms.

To the Park Department of the city for the opportunities to visit the various parks in full operation, and for their use for festival purposes.

Also to the Parks and Playgrounds Association for its hospitality and program of play.

To Mr. Gutzon Borglum, the sculptor, for his eminent and generous contribution of the beautiful design for the Association.

To the hotels and press for special consideration.

And, finally, to our officers and all other persons who have contributed so generously to make this congress a success. Unanimously adopted by standing vote.

Dr. Gulick, as a member of the Committee on Incorporation, reported for the Committee proposed articles of incorporation.

MOTION: To amend articles of incorporation so as to include Canada and other countries on the American continent in the scope of the work of the Association. Carried.

It was the sentiment of the meeting that the number of incorporators be left to the Board of Directors for decision.

MOTION: That the matter of the law under which the Association should be incorporated be referred with power to the incoming Board of Directors, with instructions to incorporate, if possible, by special act of Congress; otherwise, in the form proposed by the Committee on Incorporation. Carried.

MOTION: That the letters of invitation in regard to the place for the next meeting of the congress be referred to the Board of Directors with power. Carried.

Mr. Joseph Lee, as Chairman of the Special Committee appointed for further revision of the constitution, reported for the Committee.

MOTION: That the report of the Committee on the further Revision of the Constitution be adopted. Carried.

MOTION: That a member of the Council shall hold office until the convention following his election. Carried.

Mr. Joseph Lee, as Chairman of the Nominating Committee, presented the following recommendations for officers of the Association for the coming year:

1. Theodore Roosevelt, Honorary President
2. Jacob A. Riis, Honorary Vice-President
3. Luther Halsey Gulick, President
4. Henry S. Curtis, Secretary
5. Gustavus T. Kirby, Treasurer
6. Henry B. F. Macfarland, First Vice-President
7. Jane Addams, Second Vice-President
8. Joseph Lee, Third Vice-President

MOTION: That the Secretary cast a ballot for the election of these officers. Carried.

The Secretary having cast a ballot, the above mentioned persons were declared elected to the respective offices.

MOTION: That Mrs. Russell Sage be elected an honorary member of the Association. Carried.

That the following be elected as Board of Directors:

1. Addams, Miss Jane, Hull House, Chicago, Ill.
2. American, Miss Sadie, 448 Central Park W., New York City.
3. Ammon, Mrs. Samuel, The Kenmawr, Pittsburg, Pa.
4. Bergen, Mrs. Tunis G., 101 Willow St., Brooklyn, N. Y.
5. Blaine, Mrs. Emmons, Chicago, Ill.
6. Bradstreet, Mr. Howard, 105 E. 22d St., New York City.
7. Claxton, Supt. P. P., Univ. of Tennessee, Knoxville, Tenn.
8. Curtis, Dr. Henry S., Ouray Bldg., Washington, D. C.
9. DeGroot, Mr. E. B., 57th St. and Cottage Grove Ave., Chicago, Ill.
10. Dunning, Mr. A. W., St. Paul, Minn.
11. Ehler, Mr. G. W., Baltimore, Md.
12. Fisher, Dr. George J., 124 East 28th St., New York.
13. Glenn, Mr. John M., 105 E. 22d St., New York.
14. Glenn, Mrs. John M., 105 E. 22d St., New York.
15. Gulick, Dr. Luther H., 1 Madison Ave., New York City.

16. Hetherington, Mr. C. W., Univ. of Missouri, Columbia, Mo.
17. Hofer, Miss Amalie, The Commons, Chicago, Ill.
18. Hofer, Miss Mari R., Teachers College, New York City.
19. Johnson, Mr. G. E., 413 Bijou Building, Pittsburg, Pa.
20. Kennard, Miss Beulah, 417 Denniston Ave., Pittsburg, Pa.
21. Kirby, Mr. Gustavus T., 2 Wall St., New York City.
22. Lee, Mr. Joseph, 101 Tremont St., Boston, Mass.
23. McDowell, Miss Mary, University Settlement, Chicago, Ill.
24. Meylan, Dr. George L., Columbia Univ., New York City.
25. Sargent, Dr. Dudley A., Cambridge, Mass.
26. Scudder, Dr. Myron T., Rutgers Prep. School, New Brunswick, N. J.
27. Simkhovitch, Mrs. Vladimir G., 26 Jones St., New York City.
28. Stewart, Mr. Seth T., 856 Quincy St., Brooklyn, N. Y.
29. Steuart, Miss Mary B., 120 W. 21st St., Baltimore, Md.
30. Straubenmüller, Mr. Gustave, 500 Park Ave., New York City.
31. Taylor, Mr. Graham R., 174 Adams St., Chicago, Ill.
32. Veiller, Mr. Lawrence, 105 E. 22d St., New York.
33. Wald, Miss Lillian D., 265 Henry St., Nurses' Settlement, New York City.
34. Warburg, Mr. Felix, 54 William St., New York City.
35. Weller, Mr. Charles F., Pittsburg, Pa.

MOTION: That the Secretary cast a ballot for election of the proposed Board of Directors. Carried.

The Secretary having cast a ballot, the above mentioned persons were declared elected to membership in the Board of Directors.

MOTION: That in filling vacancies on the Board of Directors geographical conditions be considered. Carried.

MOTION: That the following Council members be reëlected for the coming year:

1. Addams, Miss Jane, Hull House, Chicago, Ill.
2. Allen, Mr. Lafon, Louisville, Ky.
3. Allison, Mr. Harry A., 11 Carmine Ave., Buffalo, N. Y.
4. American, Miss Sadie, 448 Central Park W., New York City.
5. Ammon, Mrs. Samuel, The Kenmawr, Pittsburg, Pa.
6. Arthur, Mrs. Clara B., 96 Boston Boulevard, Detroit, Mich.
7. Baldwin, Mr. William H., 1415 21st St., N. W., Washington, D. C.
8. Beiderhase, Miss Josephine, 202 W. 86th St., New York City.
9. Bergen, Mrs. Tunis G., 101 Willow St., Brooklyn, N. Y.
10. Bradstreet, Mr. Howard, 105 E. 22d St., New York City.
11. Buckingham, Mrs. Clarence, 653 The Rookery, Chicago, Ill.
12. Carrington, Mr. James M., 21 Warren St., New York City.
13. Chase, Mr. John H., 725 Lombard St., Philadelphia, Pa.
14. Clark, Mr. Ellery H., 321 Tremont St., Boston, Mass.
15. Claxton, Supt. P. P., Univ. of Tennessee, Knoxville, Tenn.
16. Coldren, Mr. Fred. G., Century Bldg., Washington, D. C.
17. Curtis, Dr. Henry S., 705 Ouray Bldg., Washington, D. C.
18. DeGroot, Mr. E. B., 57th St. and Cottage Grove Ave., Chicago, Ill.
19. DeLacy, Hon. William H., Juvenile Court, Washington, D. C.
20. Dunning, Mr. A. W., St. Paul, Minn.
21. Ehler, Mr. G. W., Baltimore, Md.
22. Foster, Mr. J. Frank, 57th St. and Cottage Grove Ave., Chicago, Ill.
23. Fisher, Dr. George J., 124 E. 28th St., New York City.

24. Frame, Mrs. George, 2227 Calvert St., Baltimore, Md.
25. Frost, Mr. Edward, Wells Building, Milwaukee, Wis.
26. Garrett, Mr. Robert, Baltimore, Md.
27. Greeley, Mrs. Frederick, 822 Opera House Block, Chicago, Ill.
28. Gulick, Dr. Luther H., 1 Madison Ave., New York City.
29. Hanmer, Mr. Lee F., 1 Madison Ave., New York City.
30. Hatch, Mr. Wallace, 53 DeLong Bldg., Philadelphia, Pa.
31. Hetherington, Prof. Clark W., Univ. of Missouri, Columbia, Mo.
32. Heller, Mrs. Harriet H., 2204 S. 10th St., Omaha, Neb.
33. Hepbron, Mr. Geo. T., 21 Warren St., New York City.
34. Hofer, Miss Amalie, The Commons, Chicago, Ill.
35. Hofer, Miss Mari R., Teachers College, New York City.
36. Johnson, Mr. Geo. E., 413 Bijou Building, Pittsburg, Pa.
37. Kelley, Mr. David, 60 Clifton St., Newark, N. J.
38. Kennard, Miss Beulah, 417 Denniston Ave., Pittsburg, Pa.
39. Kober, Dr. George M., 1600 T St., N. W., Washington, D. C.
40. Lee, Mr. Joseph, 101 Tremont St., Boston, Mass.
41. Leland, Mr. Arthur, Templeton, Mass.
42. Lindsay, Dr. Samuel McCune, Columbia Univ., New York City.
43. Lindsey, Hon. Ben. B., Juvenile Court, Denver, Colo.
44. McDowell, Miss Mary, University Settlement, Chicago, Ill.
45. McKenzie, Dr. R. Tait, Univ. of Pennsylvania, Philadelphia, Pa.
46. McKiernan, Mr. W. J., City Hall, Newark, N. J.
47. Macfarland, Hon. H. B. F., District Bldg., Washington, D. C.
48. Meylan, Dr. George L., Columbia Univ., New York City.

49. Miller, Dr. Wallace, 408 Goodale St., Columbus, Ohio.
50. Mussey, Mrs. Ellen Spencer, Washington, D. C.
51. Olmstead, Mr. Frederick Law, Brookline, Mass.
52. Parker, Mr. George A., Supt. of Parks, Hartford, Conn.
53. Perkins, Mr. Dwight H., 224 City Hall, Chicago, Ill.
54. Peters, Miss Mabel, Echo Hill, Westfield, Kings Co., N. B.
55. Putnam, Dr. Helen C., Providence, R. I.
56. Rainey, Mrs. Henry T., Carrollton, Ill.
57. Reynolds, Mr. James Bronson, 500 Fifth Ave., New York City.
58. Ropeer, Mr. Louis W., 311 Walnut St., S. E. Minneapolis, Minn.
59. Rudolph, Mr. Cuno H., 1332 New York Ave., Washington, D. C.
60. Sargent, Dr. D. A., Hemenway Gym., Cambridge, Mass.
61. Scudder, Dr. Myron T., Rutgers Prep. School, New Brunswick, N. J.
62. Simkhovitch, Mrs. Vladimir G., 25 Jones St., New York City.
63. Sleman, Mr. John B., Jr., Bond Bldg., Washington, D. C.
64. Smith, Mr. Winfred J., Children's Playground League, Rochester, N. Y.
65. Steuart, Miss Mary B., 120 W. 21st St., Baltimore, Md.
66. Stewart, Mr. Seth T., 856 Quincy St., Brooklyn, N. Y.
67. Stoneroad, Dr. Rebecca, 1330 Wallauh Pl., Washington, D. C.
68. Summers, Miss Maud, 6 Linton St., Cincinnati, O.
69. Sweeney, Hon. A. T., Newark, N. J.
70. Tabor, Mr. Francis H., 10th St. and Avenue A, New York City.
71. Tanner, Miss Jessie R., State Normal School, San Diego, Cal.
72. Taylor, Mr. Graham R., 174 Adams St., Chicago, Ill.
73. Tower, Miss Ellen M., Lexington, Mass.

74. Twitchell, Mr. Willis I., West Middle School, Hartford, Conn.
75. Veiller, Mr. Lawrence, 105 E. 22d St., New York City.
76. Vincent, Mr. George, Chicago, Ill.
77. Wald, Miss Lillian D., Nurses' Settlement, 265 Henry St., New York City.
78. Warburg, Mr. Felix, 54 William St., New York City.
79. Warden, Mr. Randall D., Board of Education, City Hall, Newark, N. J.
80. Weller, Mr. Charles F., Pittsburg, Pa.
81. Wetzel, Mr. William A., High School, Trenton, N. J.
82. Whitney, Miss Evangeline E., 500 Park Ave., New York City.
83. Williams, Mrs. Clara M., 571 West 161st St., New York City.
84. Winship, Mr. A. E., Journal of Education, Boston, Mass.
85. Woodruff, Mr. Clinton R., 701 N. American Bldg., Philadelphia, Pa.

MOTION: That the Secretary cast a ballot for the election of these persons. Carried.

The Secretary having cast a ballot, the above mentioned persons were declared reëlected to membership in the Council for the coming year.

MOTION: That the following persons be elected as Council members:

1. Abbott, Mr. Edward A., Chairman of Parks and Playground Commission, Lindsay St., Chattanooga, Tenn.
2. Beardsley, Mr. H. M., Water Works Bldg., Kansas City, Mo.
3. Blaine, Mrs. Emmons, Chicago, Ill.
4. Blakiston, Miss Mary, Philadelphia Playground Association, Philadelphia, Pa.
5. Brumbaugh, Dr. Martin G., Supt. of Schools, Philadelphia, Pa.
6. Bumis, Mr. Allen D., Chicago, Ill.
7. Callaway, Mrs. W. A., Texas Federation of Women's Clubs, Dallas, Texas.

8. Chamberlain, Mr. George D., Springfield Playground Association, Springfield, Mass.
9. Chace, Mr. Benjamin, Rochester, N. Y.
10. Condon, Mr. Randall J., Supt. of Schools, Helena, Mont.
11. Cowley, Mrs. John, Pres. Allegheny Playground Association, Allegheny, Pa.
12. Crane, Rev. Caroline B., Rose St., Kalamazoo, Mich.
13. Cushing, Mrs. J. M., Box 70, Stanford Univ., Palo Alto, Cal.
14. Davidson, Mr. W. M., Supt. of Schools, Omaha, Neb.
15. Day, Mrs. Frank Miles, Acting President, Civic Club, Philadelphia, Pa.
16. Douthitt, Mr. A. G., Y. M. C. A., Seattle, Wash.
17. Downing, Mr. Warwick M., Chairman, Playground Commission, 839 Equitable Bldg., Denver, Colo.
18. Edwards, Mr. Charles, Juvenile Court, Santa Barbara, Cal.
19. Eliot, Rev. W. G., Jr., Portland, Ore.
20. Falconer, Mrs. Martha, Girls' House of Refuge, Philadelphia, Pa.
21. Fuller, Mr. Frank L., Asst. Supt. of Parks, Seattle, Wash.
22. Gandy, Mr. L. E., Pres., Playground Association, 504 Hyde Block, Spokane, Wash.
23. Gilman, Mr. Robbins, Yonkers, N. Y.
24. Glenn, Mr. John M., 105 E. 22d St., New York City.
25. Glenn, Mrs. John M., 105 E. 22d St., New York City.
26. Gordon, Mrs. George, Milwaukee, Wis.
27. Griffiths, Mr. Austin E., 742 N. Y. Block, Seattle, Wash.
28. Groos, Mr. T. A., Playground Association of Chicago, Chicago, Ill.
29. Hammond, Mrs. Stoddard, Pres., N. Y. State Federation of Women's Clubs, Binghamton, N. Y.
30. Haven, Hon. R. D., Mayor, Duluth, Minn.
31. Horlick, Mr. A. J., Mayor, Racine, Wis.
32. Jermain, Mr. S. P., Member, Park Board, Care of Woolson Spice Co., Toledo, Ohio.
33. Kirby, Mr. Gustavus T., 2 Wall St., New York City.

34. Kidner, Rev. R., 16 Brimmer St., Boston, Mass.
35. Klamroth, Hon. H. H., Juvenile Court, Pasadena, Cal.
36. LeGarde, Miss Ellen, Director Physical Training, Public Schools, Providence, R. I.
37. McCoy, Mr. Henry J., 1220 Geary St., San Francisco, Cal.
38. Macomber, Mr. Irving, Member of Board of Education, 628 Nicholas Bldg., Toledo, Ohio.
39. Mallery, Mr. Otto T., 1427 Spruce St., Philadelphia, Pa.
40. Minot, Dr. James, 188 Marlboro St., Boston, Mass.
41. Mott, Hon. Frank K., Mayor, Berkeley, Cal.
42. Naismith, Mr. James, Univ. of Kansas, Lawrence, Kan.
43. Pell, Mrs. Francis, Playground Committee, City Hall, Newark, N. J.
44. Parker, Mr. George E., Supervisor, Detroit Playgrounds, Detroit, Mich.
45. Reeder, Dr. R. R., Supt. Orphan Asylum, Hastings-on-Hudson, N. Y.
46. Robinson, Mr. E. M., 124 E. 28th St., New York City.
47. Robinson, Miss Pauline, 42 W. 37th St., New York.
48. Rodman, Mrs. Willoughby, Chairman, Playground Commission, Los Angeles, Cal.
49. Rumbold, Miss Charlotte, Pres., Playground Association, City Hall, St. Louis, Mo.
50. Schultz, Mr. Karl A. M., Baltimore, Md.
51. Scruggs, Mrs. Thomas M., Chairman, Playground Commission, 135 Montgomery St., Memphis, Tenn.
52. Smith, Mr. G. T., Supt. of Schools, Peoria, Ill.
53. Sommer, Mr. Frank H., Public School Examiner; Sheriff, Essex County, Newark, N. J.
54. Stecher, Mr. William A., Director of Physical Training, Philadelphia, Pa.
55. Straubenmüller, Mr. Gustave, 500 Park Ave., New York City.
56. Sullivan, Mr. B. P., 821 Poydras St., New Orleans, La.
57. Talbot, Dr. Winthrop, Holderness, N. H.
58. Taylor, Hon. E. K., Mayor, Alameda, Cal.

59. Vaughan, Hon. R. C., Chairman, Committee on Parks, Toronto, Ont., Can.
60. Vollmer, Mr. August, Marshall, Police Dept., Berkeley, Cal.
61. White, Mrs. Lovell, Outdoor Art League, California Club, San Francisco, Cal.
62. Whitwall, Mr. C. B., Milwaukee, Wis.
63. Whitwall, Mrs. C. B., Milwaukee, Wis.
64. Wirth, Mr. Theodore, Supt. of Parks, Minneapolis, Minn.
65. Wood, Mr. Horace, Pres., Playground Association, St. Joseph, Mo.
66. Ziegler, Dr. Carl, Supervisor, Physical Training, Cincinnati, O.

MOTION: That these persons be elected as Council members. Carried.

The Nominating Committee appointed to present nominations for officers of the Association and for membership in the Council and on the Board of Directors at the next annual meeting are:

Joseph Lee, Chairman
Geo. W. Ehler
John M. Glenn

MOTION: That a vote of thanks be given Dr. Luther H. Gulick as Chairman of the congress. Carried.

MOTION: That a vote of thanks be given Dr. Henry S. Curtis as Chairman of the Congress Program Committee. Carried.

MOTION: That the officers of the Board of Directors consist of a Chairman, Vice-Chairman, and Recording Secretary. Carried.

MOTION: That Dr. Gulick be elected Chairman of the Board of Directors and of the Executive Committee. Carried.

MOTION: That Mr. Joseph Lee be elected Vice-Chairman of the Board of Directors. Carried.

MOTION: That Miss Sadie American be elected Recording Secretary of the Board of Directors. Carried.

MOTION: That the Executive Committee shall consist of:

Dr. Luther H. Gulick
Seth T. Stewart
Lawrence Veiller
Howard Bradstreet
Mrs. Vladimir Simkhovitch
Miss Mari R. Hofer
Mrs. Tunis G. Bergen
Miss Lillian D. Wald
Miss Sadie American
Mr. Gustavus T. Kirby
Mr. John M. Glenn
Mrs. John M. Glenn

Carried by vote of the Board of Directors.

MOTION: To adjourn. The Board of Directors to meet in half an hour. Adjourned at 1:30 P. M.

Committee Reports Read at the Meeting of the National Council

Saturday Morning, September 12

COMMITTEE ON ATHLETICS FOR GIRLS

In the judgment of the Board of Directors there has not yet been accumulated enough experience to warrant a pronouncement upon such matters of policy as those discussed in the sections of the report numbered 1, 2, and 3. The remaining recommendations are accepted without reservation.

REPORT OF THE COMMITTEE ON ATHLETICS FOR GIRLS

Two conferences and one committee meeting were held. The conferences were largely attended and much interest was manifested in the subject of athletics for girls. By athletics we mean track and field events and such games as basket ball, baseball, volley ball, captain ball, hockey, tennis, etc.

The following questions were discussed:

In what respects should athletics for girls be different from those for boys?

In what respects are girls' rules for basket ball more desirable than boys' rules?

To what extent should girls enter into competitions involving opportunities for exhaustion?

Should contests be carried on within the playground, or are inter-playground contests desirable?

Is it desirable to have girls compete against boys?

As a result of the discussions on these subjects, the Committee recommends the following general principles in the conduct of athletics for girls in playgrounds:

1. Judged by experience and observation in school work, inter-playground competition for girls is as unnecessary and undesirable as are inter-scholastic athletic activities.

2. Carefully supervised intra-playground group contests in team games demanding greater or less endurance afford valuable physical and ethical training, but too specialized competition

tends to develop and bring out undesirable traits in a girl's nature.

3. Competition between girls and boys in the playground has little to recommend it; the possibilities of danger in such contests outweigh the good that might result.

4. All girls entering into competitions or games requiring much endurance should be examined by a physician and a certificate given stating the condition of heart, lungs, nerves, and general health. An observation should be made of the reaction of the individual occurring after a normal period of rest following unusual exertion, and another physical examination after a number of months of strenuous work to note any possible injury which may have resulted from the athletics.

5. Close supervision is needed on the part of a woman instructor who knows the physical condition of the girl and who will prevent her from participating in games and competition at times of temporary disability.

6. Where personal examinations and close supervision are impossible, competitions and sports for girls requiring much endurance would best be omitted, especially at the period of most rapid growth.

7. Playing of basket ball by women's rules is most strongly advocated.

COMMITTEE ON ATHLETICS FOR GIRLS

Miss Josephine Beiderhase, *Chairman*
Miss Helen McKinstry, *Secretary*

Members

Miss Harriet I. Ballantine
Miss Senda Berenson
Miss Marion F. Carter
Mr. George W. Ehler
Miss Beulah Kennard
Miss Ellen Le Garde
Miss Julia Richman
Mr. William A. Stecher
Dr. Rebecca Stoneroad
Miss Alice M. Tripple
Mr. Randall D. Warden

COMMITTEE ON ATHLETICS FOR BOYS

The Board of Directors accepted the report of the Committee.

REPORT OF THE COMMITTEE ON ATHLETICS FOR BOYS

The Committee on Athletics for Boys submits the following recommendations of Mr. William A. Stecher to the Council for approval, and suggests that a special committee be appointed by the Council to draw up standards for the various groups.

1. That a test for physical efficiency and bodily control should consist of both types of work, *i. e.*, objective and subjective.
2. That for exercises demanding objective control, *i. e.*, for field work, sixty points be given, and that for exercises demanding subjective control, *i. e.*, for apparatus work, calisthenics, or dancing, forty points be given.
3. That the pupils be divided into three groups:
   Group III to consist of boys up to twelve years of age, or up to a certain weight.
   Group II to consist of boys twelve to fourteen years of age, inclusive, or up to a certain weight.
   Group I to consist of boys fifteen to seventeen years of age, inclusive.
4. That the exercises for each group consist of three field events and two apparatus, or calisthenic or dancing events. (Subject to change: two field events and one apparatus, or calisthenic or dancing event.)
5. That the exercises for each group be about as follows:

GROUP III (A) Field Work Younger Boys	Running 60 yards. Hopping on one foot 30 yards. Standing or running broad jump. Throwing basket ball, two-handed throw.
(B) Apparatus Work	Rope climbing. Travelling forward, backward, and sideways on the horizontal ladder. Jumping over the buck, 42 inches high. Pull-up (chinning).
(C)	Calisthenics, dancing.

GROUP II (A) Field Work Medium Boys	Running 80 yards. Three standing jumps on both feet. High jump. Running broad jump. Throwing basket ball, two-handed throw.
(B) Apparatus Work	Rope climbing. Jump over the buck, 42 inches high, with board removed,—feet. Horizontal ladder, hopping forward, backward, and sideways. Easy exercises of skill on the horizontal bar. Pull-up (chinning).
(C)	Calisthenics, dancing.
GROUP I (A) Field Work Older Boys	Running 100 yards. Three standing jumps on both feet. Hop, step, and jump. High jump. Running broad jump. Throwing medicine ball, two-handed throw.
(B) Apparatus Work	Hand-climbing on the rope. Jump over the long horse, 42 inches high. Pull-up (chinning). Easy exercises of skill on the horizontal bar, parallel bars, and horse.
(C)	Calisthenics (especially club swinging), dancing.

6. In all field events ten points shall be credited for accomplishing the task. A scale must show how many points may be made for less than the maximum. In apparatus work where no set task is to be accomplished, in calisthenics, and in dancing the form shall be judged, ten points constituting the maximum. Where a task is set, this shall be judged as in field work.
7. Every pupil receiving the maximum number of points will have passed the test and will be entitled to the credit decided upon.

The Committee further recommends that group athletics be encouraged in the playgrounds.

The Committee further recommends the gradual elimination of prizes of intrinsic value as rewards for any performance, and substituting therefor the giving of medals, insignia, buttons, diplomas, etc.

COMMITTEE ON ATHLETICS FOR BOYS

Mr. Emanuel Haug, *Chairman*
Mr. Rowland Patterson, *Secretary*

Members

Mr. H. A. Allison
Mr. William J. Ballard
Dr. Henry S. Curtis
Mr. George W. Ehler
Mr. J. Blake Hillyer
Mr. William A. Stecher
Mr. B. P. Sullivan
Mr. Randall D. Warden

COMMITTEE ON EQUIPMENT

The Board of Directors accepted the report of the Committee on Equipment.

REPORT OF THE COMMITTEE ON EQUIPMENT

The Committee on Equipment begs to make a report of progress.

Members of the Committee have had drawings made of certain apparatus, and the Committee is having these printed with the intention of distributing them in the form of a circular note of inquiry among playground experts.

The Committee intends through this circular note of inquiry to call for suggestions, specifications, etc., from these experts throughout the country, and then to tabulate the results of the study of these suggestions for adoption by the Association as suggestions of the Association in the form of a booklet, intended for the use of associations and organizations throughout the country contemplating the establishment or improvement of playgrounds.

The expenditure has been authorized of a sum not to exceed $100 for the preliminary circular of inquiry, thus leaving the sum of $400 of the appropriation for this purpose for the printing of the final report.

COMMITTEE ON EQUIPMENT

Mr. Seth T. Stewart, *Chairman*

MEMBERS

Dr. Henry S. Curtis
Mr. Howard Bradstreet

COMMITTEE ON STORYTELLING IN THE PLAYGROUND

The Board of Directors accepted the report of the Committee on Storytelling in the Playground.

REPORT OF THE COMMITTEE ON STORYTELLING IN THE PLAYGROUND

The Playground School: The playground movement is at its source. This is the time, therefore, to state the underlying principles and to formulate the ideals that shall guide in carrying the movement forward. In the end the playground as a finished product should give beauty and perfection—not only to the body of the child, but also to the soul. At present, in the playground the chief emphasis is placed upon the development of the body. The story reaches the spiritual child.

The Purpose of the Story: The child learns in but one way, by reproducing in his own activity the thing he wishes to be. By means of the imagination the child forms a mental picture which he holds in mind and strives to imitate. Therefore, the most vital purpose of the story is to give high ideals which are reproduced in character. In consequence it is of the utmost importance that the story shall have at its heart a spiritual truth, or, in other words, that it shall have a right motive. This truth may be any one of the many virtues, such as generosity, kindness, hospitality, courage, heroism, chivalry, etc. It should be worked out in terms of cause and effect, according to the immutable law of literature, whether this be for the child or for the adult. This is the law of compensation, which rewards the good, and of retributive justice, which punishes the bad.

What Stories Shall be Told? Child study reveals the fact that there is the earlier period of childhood and also the later period. The games suitable to the needs of the younger children are not adapted to the older ones. The same truth should be recognized in the selection of stories. Younger children require a different type of story from that chosen for the older ones.

The question of the selection of the subject matter was frequently touched upon, but there was too little time in this conference to adequately treat this phase of the work. All the speakers either consciously or unconsciously revealed the fact

that a story with a large motive will hold the attention of children of different ages. Therefore it is the wish of this Committee to have men and women of experience and knowledge prepare a list of universal stories, or, in other words, stories that every boy and girl should know. In addition to this, there should be a list of stories interesting to the younger children, and still a third list of stories interesting to the older children.

The fundamental test of a good story for children is that it shall touch their own personal lives and reflect the universal life of the race. By this means children will be protected from the harmful literature known as "the penny dreadful," the comic Sunday supplement, and sentimental books. The story can be neither intellectual nor ethical until it touches the emotions. Only life gives emotion. To this end, dramatic expression will be a valuable aid, and children should be encouraged to act out their favorite stories.

By Whom Shall the Stories be Told? It was the general feeling of those present that it was highly desirable to have a professional storyteller in charge of the work, similar to the procedure in Chicago. The public is aroused to the importance of a playground director. With the larger ideal of the playground, the need for a storyteller will also be recognized. But it is quite possible to so universalize storytelling that children will form into groups and tell stories to each other, thus bringing back the art as it was in earlier times before it was supplanted by books. The true storyteller is one who tells the story so well that he does not know how he tells it. For this reason, a child or untutored person like Uncle Remus can hold listeners spellbound.

Where Shall the Stories be Told? The necessity for a quiet, undisturbed place in which to tell the story was generally felt. But it was at the same time fully appreciated by all that neither time nor place should interfere with the telling of a story that touches deeply the life of the children. The point emphasized was the power possessed in such a superlative degree by Abraham Lincoln.

In the municipal playgrounds which have been installed in cities large and small, rooms are available for storytelling. Here the children can gather, and they should not be disturbed by others passing in and out. Social lessons in promptness and in courtesy to others at the close of the story hour can be taught

in a natural and practical way. These centers also afford space for branch libraries containing good literature.

When Shall the Stories be Told? The hours set apart for story-telling in the playground will vary in different localities, and will, of course, depend upon the environment and provision made for this aspect of the work. When the schools are in session, it seems best to have the story told at the close of the day or on Saturday. But the important point is to tell the story when the children are ready for it and the opportunity offers.

The Story Festival: It was suggested by one of the Committee that a Meistersinger Festival be held and the children be encouraged to contest for honors in story, song, and games. It was also suggested by another member that a meeting of adults interested in stories, songs, and games should be planned as a summer outing.

The Evening Story Hour: The Story Conference closed with an impromptu evening story hour, which beautifully illustrated the power of the story to attract, entertain, and unify visitors from widely separated sections of the country.

COMMITTEE ON STORYTELLING IN THE PLAYGROUND

Miss Maud Summers, *Chairman*
Dr. Grant Karr, *Secretary*

Members

Miss Sadie American
Mr. Robert G. Boville
Mrs. Neva S. Burgess
Mr. Charles S. Chapin
Mr. Robert Clark
Dr. Henry S. Curtis
Miss Grace A. Fry
Miss Grace Green
Mrs. Eugene B. Heard
Dr. Richard Hodge
Miss Mari R. Hofer
Mr. W. Jones
Miss Annie Laws
Miss Annie E. Logan

MEMBERS OF COMMITTEE ON STORYTELLING—(*Continued*)

Dr. Jenny B. Merrill
Miss Grace E. J. Parker
Miss Annie Beecher Scoville
Dr. Edgar D. Shimer
Mr. George Singleton
Mr. Seth T. Stewart
Miss Anna C. Tyler
Miss Mary A. Wells
Miss Lucy Wheelock
Mr. A. E. Winship
Mr. Richard T. Wyche

COMMITTEE ON PLAY IN INSTITUTIONS

The Board of Directors accepted the report of the Committee on Play in Institutions.

REPORT OF THE COMMITTEE ON PLAY IN INSTITUTIONS

Your Committee begs that you will consider this but the first step in a report of progress. The Committee felt that before any active work could be done, information must be secured as to the present status of play in institutions for children. It obtained the permission of the Local Quorum to pursue such a study in the city of New York in the various institutions for children, municipal, State, and private, defining children to mean all those under twenty-one years of age. In pursuance of this, a questionnaire was prepared and sent to the superintendents of one hundred institutions. But few replies having been received, a second letter and questionnaire were sent to the presidents of the same institutions. This has resulted in replies from thirty-nine institutions out of one hundred. Of these, eighteen were day nurseries; and of these eighteen, fourteen had outdoor and indoor space for play, one had indoor space only, and three had outdoor space only. Eleven had equipment, two supervision, and eight direction, while the other eight did not consider the question of direction or supervision of play worthy of answer.

Twenty-one institutions for older children replied, of which sixteen had both indoor and outdoor space for play, two indoor space only, three grounds only, twelve equipment, five direction only, six supervision only, and ten did not reply in regard to this question.

And when all this is told we are no wiser than we were before, and the Committee, indorsed by the Conference, feels that no information adequate to base future action upon can be gained by this method.

Your Committee then endeavored to secure a large attendance at the Conference during this congress, inviting by special letter the presidents, superintendents, and staff of the same hundred institutions. The fact that this invitation was ignored, and that those invited were conspicuous by their absence, may

be taken to show how little interest and understanding there is of this great question of play and its relation to their work on the part of those whose special concern is the conduct of institutions.

In addition, there were invited to be present and to speak to the Conference a number of persons working in institutions whose word would be authoritative. The latter came, and the Conference, though small, was most valuable.

This Conference of experts expressed its sense of the situation and needs in regard to play in institutions as follows:

If the child out in the world needs play to round its life, the child in the institution needs it the more because only a narrow experience is possible to it, and because of the loss of those diversions and interests which every child in the world has, even though these be not always good.

Institutions, by their very nature and the discipline necessary, tend to repression and to destroy the qualities of initiative, spontaneity, responsibility, and that buoyancy which we call the joy of life. They tend to have this effect not only upon the children but upon the staff, which, more especially in correctional institutions, is also affected by the strain of work and the narrowness of life, so that play becomes difficult on account of fatigue of body and mind.

Play and industrial training are the complements of education and life in institutions. Our concern is with play, which is one of the strongest elements to counteract in staff and children the repressive tendencies of institutions. If teachers themselves can be made to play more, they will be able to play more with the children. Children will imitate play, as they imitate the activities of life in general, more readily than they can be taught to play. If their teachers play and they see it if their teachers play with them, they will imitate this play, and thus tend to become more nearly like the children in normal family life, where there is so much diversion and so much experience which is denied to children in institutions, who for this very reason seem duller and have less vital interest and interests in life.

The large majority of institutions, even though supplying space and having play (so-called), do not give it the time, the place, and the importance in the institution which it not only should have, but which it must have if we hope to have rounded human beings come from them. Several institutions have

already had experience in providing what may be called a director of recreations, whose special business and function it is to see to it that play in all its forms is given due importance by both teachers and children.

It was the sense of the Conference that there should be such a director of recreations in every institution. Whether this should be a special office or should be combined with some other office remains to be determined at some future time. It is not possible for us at the present moment to say how this can be worked out.

What equipment or apparatus there should be must depend upon the character of the institution, upon the natural facilities, and upon many local conditions and circumstances.

Much emphasis, however, was placed upon the necessity for free play in the widest acceptation of this term, and some delightful examples were given of celebrations on special holidays by institutions.

A strong plea, too, was made that children in institutions should have "things" which they should be allowed to own, upon which their imagination could build their own plays; and also that outsiders should be allowed and invited to come in to play with the children in order to bring in the atmosphere of the outside world; but there was unanimous agreement that the greatest need was, after all, for the director of recreations.

The greatest emphasis of all was placed upon the need to awaken the boards of trustees as well as superintendents of institutions to the place of play in life, and therefore to the place of play in their institution; for, after all, without them nothing can be done.

The Conference, having resolved itself into a committee, recommends that if possible the Playground Association of America make a study, based on personal observation, of the status of play in institutions, as, for example, in the institutions for defectives, such as for the blind, the crippled, and the feeble-minded; in correctional institutions, tuberculosis camps, detention houses, lodging-houses for boys, newsboys' homes, day nurseries, etc. Upon the results of such a study it would be possible to base an authoritative statement, which should then be formulated and published.

Further, it recommends that the Association conduct a campaign for the introduction of play into institutions by active

correspondence with boards of trustees, superintendents, and teachers in institutions; the publication of articles in newspapers and magazines; securing presentation on the program of the National Conference of Charities and Corrections, the N. E. A., and any other national organization representing the various types of institutions.

In accordance with the policy of the Playground Association of America, wherever possible, this campaign should be carried on through local organizations.

A most interesting and inspiring suggestion was made that if for those under twenty-one years of age a study according to the age periods were made of the relative amount of time that should be given to sleep, to concentrated effort,—that is, to work, —and to play, it might be a great influence upon the reorganization of institutions for children.

Another suggestion was offered that a study of the plays most beneficial for special groups—as, for example, the blind, the crippled, the tubercular, and the feeble-minded—would be a contribution of much value.

Finally, if propaganda for the proper place for play in institutions should be carried to successful issue and should result in requests for advice, the Committee on Institutions must depend on the Committees on a Normal Course in Play and on Equipment and other committees for the advice which it shall give if our hopes are to be realized.

It was resolved to recommend that the Committee on Institutions be made a standing committee.

COMMITTEE ON PLAY IN INSTITUTIONS

Miss Sadie American, *Chairman*
Miss Grace E. J. Parker, *Secretary*

Members

Dr. Henry S. Curtis
Mrs. Martha Falconer
Mr. John A. Parker
Dr. R. R. Reeder
Mr. Teller
Mr. Lawrence Veiller
Mr. Felix Warburg
Mr. James E. West

Committee on a Normal Course in Play

The Board of Directors accepted the report of the Committee on a Normal Course in Play.

REPORT OF THE COMMITTEE ON A NORMAL COURSE IN PLAY

The work of the Committee on a Normal Course in Play is not completed. It will have to be referred to another committee before a final report can be submitted.

At the special conference several fundamental questions were considered concerning the normal course, such as the classes of teachers to be trained, and the institutions or the auspices under which the training should be given. The Committee includes the conclusions of the Conference in its recommendations.

The Committee recommends two classes of courses, one to be given by supervisors of systems of playgrounds, and the other to be given by normal schools, both State normal schools and normal schools of physical training.

The course by supervisors is intended to meet present conditions and needs. It is assumed that this course will be largely discontinued as soon as there is a sufficient number of trained teachers, although it is understood that a supervisor will always have to meet his teachers and go over the work, and what is recommended will help him in this. The Committee recommends that the outline which was submitted as a suggestion for this course, based largely on Dr. Curtis' recommendation, be referred to a sub-committee composed of leading playground supervisors for suggestions and revision and this be included in the final report.

Concerning the course to be given by normal schools, it is recommended that a minimum course for specialists be developed, and that it be recommended that a part of this course be required of all students in the normal schools. The Committee especially recommends that normal schools be induced to make play a part of the training of every student.

The special course is recommended for two classes of teachers only; other playground officials, such as special kindergartners, storytellers, musicians, librarians, caretakers, etc., being drawn

from other sources. These two are the woman director for the girls and the man director for the boys. In the training of these it is recommended that the course should cover both the work with the small children and the work with the older children; that is, that the teacher should know the work of all the children on the playground. The fundamental idea was thoroughly discussed in relation to the organization of the playgrounds. It was agreed that women are best adapted to handle all the children under ten years of age, with additional workers, if possible, for the older girls, and that men are best adapted to handle the boys over ten.

Concerning the content of the course for specialists, the limited time made it impossible to work out details. This must be done by sub-committees or future committees.

(1) On the technical part of the training, the Sub-committee on Technique worked for some time on the question of laying out a series of activities adapted to age, grade, sex, and institutional conditions, but came to the conclusion that it would probably be best to plan a technical content of the course on an outline of principles which would give power to choose activities and give illustration. The Committee recommends referring this problem to a committee of experts who shall be instructed to finish the work for adoption in the final report.

The Committee recommends further, in connection with the technical part of the course, that a normal course should be given only in such institutions as are fitted to drill their students in the technical activities of actual play with children.

(2) On the theoretical part of the course—that is, the theory of play, the theory of teaching, playground administration, etc., and any scientific training necessary for the thoroughness back of these subjects—the Committee was able to plan only the work to be done.

The Committee recommends that the Chairman's classification of the content or subject matter of play be taken as the basis for outlining this course, and for that purpose be studied and revised and a subject bibliography added.

The Committee recommends that a sub-committee be appointed to study the subject matter and develop an outline of the content of the course to be adopted.

No recommendation is made as to the sequence of courses,

or whether the course of training should be one, two, three, or four years. This will necessarily follow a definite determination of what the content of the course shall be.

The Committee recommends that as nothing can be put in the normal schools this year, a propaganda should be started for next year. The Committee makes the following specific recommendations as to methods for the Association to get training courses adopted for next year:

(*a*) That a digest of the recommendations be printed and sent to normal schools at once, while the Committee is completing the work.

(*b*) That Mr. Hanmer's statement concerning the demand for teachers be sent to normal school authorities.

(*c*) That the Field Secretary be instructed to visit normal schools and present to the authorities the great demands for teachers and the opportunities for teachers in playground work.

COMMITTEE ON A NORMAL COURSE IN PLAY

Mr. Clark W. Hetherington, *Chairman*
Mr. Lee F. Hanmer, *Secretary*

Members

Miss Sadie American
Dr. Thomas M. Balliet
Miss Josephine Beiderhase
Dr. Henry S. Curtis
Mr. E. B. DeGroot
Mr. George W. Ehler
Miss Mari R. Hofer
Mr. George E. Johnson
Mr. Joseph Lee
Dr. J. H. McCurdy
Dr. George L. Meylan
Miss Grace E. J. Parker
Dr. J. E. Raycroft
Dr. Dudley A. Sargent
Dr. Myron T. Scudder
Mr. Seth T. Stewart

Sub-committee on Technique

Mr. E. B. DeGroot, *Chairman*

Members

Miss Sadie American
Miss Josephine Beiderhase
Dr. Henry S. Curtis
Mr. George W. Ehler
Mr. George E. Johnson
Dr. J. H. Mc Curdy
Miss Mari R. Hofer

Sub-committee on Bibliography

Dr. J. H. McCurdy, *Chairman*

Members

Miss Sadie American
Miss Josephine Beiderhase
Dr. Henry S. Curtis
Mr. E. B. DeGroot
Mr. George W. Ehler
Mr. George E. Johnson
Dr. Myron T. Scudder
Miss Mari R. Hofer

Sub-committee on Playground Positions

Dr. Henry S. Curtis, *Chairman*

Members

Mr. E. B. DeGroot
Mr. George W. Ehler
Dr. Myron T. Scudder

COMMITTEE ON KINDERGARTENS

The Board of Directors accepted the report of the Committee on Kindergartens.

REPORT OF THE COMMITTEE ON KINDERGARTENS

The first session of the Kindergarten Committee of the Playground Congress was held Tuesday morning, September 8th. Several papers were read, all bearing upon the general topic of the "Relation of the Kindergarten and Kindergarten Methods to the Playground." Both the theoretical and practical sides were treated and later discussed.

The program was as follows:

1. The Kindergarten and the Playground, their Mutual Aims and their Distinctive Aims. Miss Patty Hill, Teachers College, New York City.

2. Games, their Purpose and the Necessary Difference between Those Used in the Kindergarten and the Playground. Miss Caroline Crawford, Teachers College, New York City.

3. Discussion: Is it Advisable to Have Regular Kindergarten Sessions in the Playground with Children of any Age? Miss Alice Corbin, Supervisor, Summer Playgrounds, Pittsburg, Pa.

4. Discussion: What Shall Children of Kindergarten Age Do in the Playground?

5. Discussion: Has a Kindergartner the Qualifications Necessary for a Good Playground Worker? Dr. J. B. Merrill, Supervisor of Kindergartens in Manhattan and the Bronx.

The second meeting of the Kindergarten Committee was held on Wednesday morning.

The following statements were unanimously decided upon to express the opinion of the Committee.

1. We think it advisable in large playgrounds to set apart a certain section for the use of children from one to seven years of age, with the possibility of including in this group those between seven and ten. We recommend that, wherever possible, all the little children in the playground be drawn together daily for the observance of certain general periods, such as a short greeting or good-by.

2. We recommend the establishment of many playgrounds in the immediate vicinity of homes, which shall be especially for

children from one to seven years, and where, if possible, a section shall be set apart for the older children.

3. We feel that the playground is not the place for the unmodified kindergarten session, but that the principles and methods which underlie the kindergarten work should be applied to the freer conditions. The materials used by the younger children should be those which lead to the larger activities, such as: standard materials—blocks, light boards, sand, clay, shells; natural materials; miscellaneous constructive materials—boxes, spools, twigs, wood, cardboard, heavy paper, and such necessary tools as scissors, hammers, glue, nails, etc.; toys—balls (large and small), pails, shovels, wagons, wheelbarrows, animals, dolls, dishes, ropes, brooms.

4. We, as kindergartners, feel that the kindergarten training and experience furnish a good basis for the training of a playground worker for little children, but in addition she must have a broad conception of play, seeing the function of the playground in its relation to all other modern educational movements.

5. We recommend that the suggestion be made to the large kindergarten training schools that they open for their graduates and other qualified students classes which shall give specific training for playground work.

6. We feel that the kindergartner has a definite contribution to make toward the success of the playground. We feel that the constant intercourse which she holds with little children preserves her spirit of spontaneity and true play. While this fits her peculiarly for work with the younger children, it is an essential element for the worker with children of any age, and is particularly important in any movement where the object is play.

COMMITTEE ON KINDERGARTENS

Miss Luella A. Palmer, *Chairman*
Miss Charlotte Garrison, *Secretary*

MEMBERS

Miss Alice Corbin
Miss Clara Hitchcock
Miss Jenny Hunter
Dr. Jenny B. Merrill
Miss Elise M. Underhill
Miss Ruth Watson
Miss Mary A. Wells

COMMITTEE ON STATE LAWS

The Board of Directors accepted the report of the Committee on State Laws.

REPORT OF THE COMMITTEE ON STATE LAWS

This report deals not with the question of how laws ought to be secured, but only with what they ought to be.

Owing to the different ways in which local municipal bodies are constituted and other differences in local conditions, it is impossible to frame laws suited to all states. The following suggestions, however, we believe are generally applicable.

The Committee believes that agitation for a state law should never be for the law alone, but should be made the occasion of arousing the public opinion upon which the effectiveness of any legislation must depend.

The suggestions follow:

I. *School Playgrounds.*

1. Every school board should be given power by law to acquire, equip, and conduct playgrounds in connection with the schools.

2. When public opinion is ready for it, a mandatory school playground law should be enacted, requiring every school to have a playground attached to or used in connection with the same.

(*a*) The law should prescribe a minimum area of thirty square feet per child for the number of children for whom the school is adapted. A clause providing for exceptions in case of the largest cities should in most jurisdictions be inserted.

(*b*) The law should prescribe that the playground shall be an open-air playground, suitably equipped.

II. *Playgrounds Outside the School.*

There should in all jurisdictions be a *permissive* law on this subject.

As public opinion gets ready for it, the law should contain a referendum which might be progressively extended from the

larger to the smaller municipalities, requiring them to vote whether or not they will have such playgrounds.

When public opinion is ready for a *mandatory* law, this should be secured.

The following considerations apply especially to a mandatory law, but many of them will be seen to be applicable to permissive laws of either of the classes mentioned above.

1. A mandatory law should provide that playgrounds created under it shall be "centrally and conveniently located". A special law for a large city might provide for "a system of playgrounds".

2. The law should provide that the playgrounds secured should be "not less than two acres in area, except when exceptional circumstances make the provision of a smaller playground advisable".

3. The law should provide that these playgrounds shall be "suitably equipped," and that the body having control of them shall have power to "provide for and carry on play, recreation, sports, athletics, physical education, and allied activities".

4. The body having control of playgrounds should be given power to make and enforce rules, with a penalty for violation; and should have police power.

5. The law should provide that the playgrounds "shall be properly conducted or supervised".

6. Appropriations for carrying on the playgrounds should be left to the body which ordinarily makes appropriations for the board to which the charge of the playgrounds is given.

7. The most difficult question is as to what body shall have control of the playground. In almost all municipalities this should be either the school committee, the park department, a board especially created for the purpose, or some combination of two of these. Local conditions must in most instances determine which arrangement is best.

If general control of the grounds and their maintenance is in the hands of the park department, it may be well in some instances to give to the school committee a greater or less control of the use of the grounds for purposes of play.

In all cases the school committee should be given the duty of sending some of its teachers into the playground, and

their right to be there should be recognized and appropriations made accordingly.

III. *Requirements of Playgrounds in Growing Cities.*

It is well to have a mandatory law providing, as effectively as possible, that when any considerable addition is made to the ground actually covered by a city, adequate provision of playground space shall be included; as, for instance, in the following law which has passed the House and the Senate of the State of Washington.

"AN ACT relating to the filing and approval of plans of addition to certain cities:

"BE IT ENACTED by the legislature of the State of Washington.

"Section 1: No plot of an addition to a city of the first or second class, or other city having a special charter, with sufficient population to authorize it to incorporate under the general incorporation laws as a city of the first or second class shall be filed, accepted or approved unless a plot or plots of ground not less than one-tenth of the area of the blocks therein plotted, exclusive of the lands set apart for streets and alleys, be dedicated to the public for use as a park or common, or parks or commons, and placed under the control of the city authorities for such use forever."

IV. *Play in the Streets.*

Power should be given to all municipalities to permit, regulate, and supervise coasting and other forms of play in streets.

COMMITTEE ON STATE LAWS

Mr. Joseph Lee, *Chairman*
Mrs. Samuel Ammon, *Secretary*

MEMBERS

Mr. Howard Bradstreet
Dr. Henry S. Curtis
Dr. Luther H. Gulick
Mr. Clark W. Hetherington
Hon. Ben B. Lindsey
Hon. Julian W. Mack
Mr. Seth T. Stewart
Hon. A. T. Sweeney

Minutes of the Meeting of the Board of Directors of the Playground Association of America

Saturday Afternoon, September 12

The meeting was called to order by the President.

Present: Chairman Dr. Luther H. Gulick
Miss Amalie Hofer
Miss Beulah Kennard
Mr. Joseph Lee
Mr. Howard Bradstreet
Dr. Henry S. Curtis
Dr. D. A. Sargent
Mr. George W. Ehler
Prof. Clark W. Hetherington
Mr. Seth T. Stewart
Mr. George E. Johnson
Mr. E. B. DeGroot

MOTION: That if any of those elected as members of the Executive Committee cannot serve, the vacancies shall be filled in the following order:

1. Dr. Samuel McCune Lindsay
2. Dr. George L. Meylan
3. Dr. Gustave Straubenmüller

Carried.

MOTION: That the policy proposed by Dr. Gulick for the ensuing year be adopted:

1. That we regard it as our first duty to aid sections or cities when, how, and in the way that local conditions demand and local leaders desire in the light of accumulated experience of the playground movement.

2. That we regard it as inexpedient to urge the establishment of playgrounds except where there is a local body of sufficient power and a local sentiment of sufficient earnestness to render it probable that such playgrounds will be intelligently administered.

3. That we regard the increase of efficiency of playgrounds already established as of greater importance at the present

time than the establishment of new ones, and that, therefore, our chief endeavors should for the immediate future be directed toward this end.

Carried.

MOTION: That the Secretary be requested to get the various reports into shape and send them to the members of the Board of Directors, with the request that any who may find it impossible to be present at the meeting of the Board of Directors, where the recommendations contained in these reports will be considered, submit in writing their comments and suggestions.

Carried.

MOTION: That the President be empowered to appoint such committees as he may deem necessary to continue the work along the present lines until the next meeting of the Board of Directors.

Carried.

MOTION: That the Executive Committee be authorized to carry on all the regular routine work of the Association.

Carried.

MOTION: To adjourn.

Adjourned at 5:30 P. M.

THE SECOND ANNUAL PLAYGROUND CONGRESS OF THE PLAYGROUND ASSOCIATION

MR. J. WARSHAW, *Congress Secretary*

(Reprinted from *The Playground*, October, 1908)

The Second Annual Playground Congress, which has just taken place, was a most interesting occasion. Its success was largely due to the willing coöperation of everybody connected with the organization and of many who gave their aid on account of their special interest in the playground movement. No better treatment than that accorded by all the officials and employees of the American Museum of Natural History could have been given, and it is with the utmost gratitude that the Association makes public recognition of this help in *The Playground*.

Acting Mayor McGowan presided over the principal evening meeting, at which Governor Hughes spoke, and at the Conference of City Officials the next day, speaking in his usual happy vein. Mayor Hibbard, of Boston, came over especially to take part in the congress, presiding over one of the general conferences and presenting a paper of great interest to the delegates who had foregathered from all parts of the country.

Of special note was the attendance of a very large delegation from Chicago, prominent among whom were Alderman A. W. Beilfuss, Chairman of the Special Park Commission and representing the municipal park system of Chicago; Mr. E. B. De Groot, Chairman of the South Park Commission; Mr. Dwight H. Perkins, Chairman of the Playground Commission; and Mr. Graham Romeyn Taylor, Secretary of the Playground Association of Chicago.

That the entire country was well represented may be gathered from the fact that besides those mentioned there were official delegates from various cities in California, Connecticut, Delaware, the District of Columbia, Illinois, Louisiana, Maine, Massachusetts, Minnesota, Missouri, New Jersey, New York, Pennsylvania, Virginia, Washington, and Wisconsin. From the manner in which these delegates and other visitors expressed themselves,

both during and after the congress, it appears that they derived not only most valuable and practical suggestions regarding playground work, but, what is far more to be desired, real inspiration for further progress.

The exhibit, which took up a large amount of space at the Museum, attracted especial notice. Many of the cities in which playground work has been going on for some time sent maps, photographs, models, and literature relating to the work, among them being Boston, Chicago, Philadelphia, Washington, and New York. Even Porto Rico was represented in this exhibit. The excellent models of municipal, school, private yard, district school, small village, and interior court playgrounds held large crowds of sightseers intensely interested. They came, not only while the congress was in session, but afterward as long as the exhibit was in place. Several machine companies exhibited playground apparatus and photographs.

The three outdoor events proved at the same time novel and entertaining. Even in New York City the sight of ten large tourist automobiles filled with enthusiastic visitors to the playgrounds is not a usual occurrence. Of course, some of the accidents attending the handling of a large group of people took place. It would have been a miracle if this train of automobiles had been able to make this long journey without a single breakdown. These were only details which served to heighten the memory of the trip.

On Friday afternoon on the green adjoining the American Museum of Natural History an excellent exhibition of athletics, dancing, and games by the Boys' and Girls' Branches of the Public Schools Athletic League of New York was watched by several thousand spectators. At this exhibition there was presented a military drill and mimic warfare by cadets from the Public School playgrounds of Newark, N. J., which called forth much applause. It is needless to say that splendid order was maintained both at this exhibition and at the Festival of Folk and National Dances held in Van Cortlandt Park on the following day, by the police who were detailed for that purpose from headquarters.

The Festival in Van Cortlandt Park was unusual as to attendance and the success with which all arrangements were carried out. It has been estimated that from 7000 to 10,000 people saw these dances, which were under the direction of Mr. Louis H.

Chalif, of the Chalif Normal School of Dancing. There were the characteristic national and folk dances—the Italian, Polish, Spanish, Irish, Bohemian, Russian, Swedish, Hungarian, Scottish, and German; and the appearance of these hundreds of children and adults dancing by the lakeside in the ideal setting of Van Cortlandt Park was not only a spectacle of great beauty, but one rich in meaning, for these folk dances represent the very life and feeling of the participants.

Perhaps the most notable conference held at the congress was that of City Officials, presided over by Acting Mayor McGowan. The attendance at this conference was exceptionally good and representative. It was the consensus of opinion among these city officials and others who had been sent as delegates by their cities that the greatest help which can now be given to the playground movement lies in the formation of local playground associations all over the country. This work has already been in operation to a certain extent, but very much still remains to be done. The earnest interest shown in all the conferences was in reality remarkable, the rooms in which the conferences were held proving in almost all cases too small for those who wished to take part.

It is worthy of note that Professor Clark W. Hetherington's conference on "A Normal Course in Play," Mr. Joseph Lee's conference on "Playground Legislation," and Miss Maud Summers' conference on "Storytelling in the Playground" proved to be of such importance and interest that sessions in addition to those mentioned in the program were arranged for and carried on.

It was said of Governor Hughes that he spoke at his very best. He certainly did much to dignify the occasion, and his words on behalf of playgrounds and the improvement of conditions for children were thoroughly sincere and heartfelt. That the audience expected much of the Governor was apparent by the deep attention paid to his utterances and the marked respect shown upon his entrance. Dr. Woods Hutchinson's remark, "rather a playground without a school than a school without a playground," struck the keynote of this, the principal evening session of the congress.

Taken altogether, the various features presented during the week helped to make the congress varied in interest and practical in content. The speakers were not limited to any one section of the country, since among them were Joseph Lee, of Boston;

Prof. Clark W. Hetherington, of Missouri; Charles Mulford Robinson, of Rochester; Miss Amalie Hofer, of Chicago; George E. Johnson and Miss Beulah Kennard, of Pittsburg; Dr. E. H. Arnold, of New Haven; and Mrs. Harriet Heller, of Omaha, Neb.

Even the lantern slides and biograph pictures which were shown every evening and also at some of the general conferences were thoroughly representative, including pictures of the work in Chicago, Troy, Washington, New York, Newark, Philadelphia, Los Angeles, Boston, of playgrounds in country districts, and many other places.

It cannot be doubted that, as the result of the Conference of City Officials, of Supervisors of Playgrounds, and that on Games and Play Festivals for Country Children, a great forward impulse has been given to the playground movement in general, and that localities which have hitherto lain fallow will derive benefit from the work in the present instance.

On Saturday morning, after the reports of the different committees had been read, the general election of the officers of the Association was held. Practically the same officers that had been serving during the past year were reëlected. The list is given in another part of this volume.

The number of visitors during the entire congress week was large, and the number of those who became members of the congress—of which there were over four hundred—proved considerably larger than had been expected. Invitations from the city councils of Seattle, Wash., and Los Angeles, Cal., were read, requesting that the next congress be held in those cities. An effort is being made on the part of Pittsburg to have the next congress there, while it was also intimated that St. Louis would like to have the congress take place there within the next two years.

PART II

Year Book of the Playground Association of America

OFFICERS OF THE PLAYGROUND ASSOCIATION OF AMERICA, 1908–09

Theodore Roosevelt, Honorary President
Jacob A. Riis, Honorary Vice-President
Luther H. Gulick, President
Henry S. Curtis, Secretary
Lee F. Hanmer, Field Secretary
Grace E. J. Parker, Financial Secretary
Gustavus T. Kirby, Treasurer
Henry B. F. Macfarland, First Vice-President
Jane Addams, Second Vice-President
Joseph Lee, Third Vice-President

EXECUTIVE COMMITTEE OF THE PLAYGROUND ASSOCIATION OF AMERICA, 1908–9

Dr. Luther H. Gulick, Chairman
Grace E. J. Parker, Recording Secretary
Sadie American
Mrs. Tunis G. Bergen
Howard Bradstreet
John M. Glenn
Mrs. John M. Glenn
Mari R. Hofer
Gustavus T. Kirby
Mrs. Vladimir Simkhovitch
Seth T. Stewart
Lawrence Veiller
Lillian D. Wald

BOARD OF DIRECTORS OF THE PLAYGROUND ASSOCIATION OF AMERICA, 1908–09

Dr. Luther H. Gulick, Chairman
Joseph Lee, Vice-Chairman
Sadie American, Recording Secretary
Jane Addams
Sadie American
Mrs. Samuel Ammon
Mrs. Tunis G. Bergen
Mrs. Emmons Blaine
Howard Bradstreet
P. P. Claxton
Dr. Henry S. Curtis
E. B. DeGroot
A. W. Dunning
George W. Ehler
Dr. George J. Fisher
John M. Glenn
Mrs. John M. Glenn
Clark W. Hetherington
Amalie Hofer
Mari R. Hofer
George E. Johnson
Beulah Kennard
Gustavus T. Kirby
Mary McDowell
Dr. George L. Meylan
Dr. Dudley A. Sargent
Dr. Myron T. Scudder
Mrs. Vladimir Simkhovitch
Seth T. Stewart
Mary B. Steuart
Gustave Straubenmüller
Graham Romeyn Taylor
Lawrence Veiller
Lillian D. Wald
Charles F. Weller

COUNCIL OF THE PLAYGROUND ASSOCIATION OF AMERICA, 1908–09

Edward A. Abbott
Jane Addams
Lafon Allen
Harry A. Allison
Sadie American
Mrs. Samuel Ammon

Mrs. Clara B. Arthur
William H. Baldwin
H. M. Beardsley
Josephine Beiderhase
Mrs. Tunis G. Bergen
Mrs. Emmons Blaine
Mary Blakiston
Howard Bradstreet
Dr. Martin G. Brumbaugh
Mrs. Clarence Buckingham
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Warwick M. Downing
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Charles Edwards
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Rev. W. G. Elliot, Jr.
Mrs. Martha Falconer
Dr. George J. Fisher
J. Frank Foster
Mrs. George Frame
Edward Frost
Frank L. Fuller
L. E. Gandy
Robert Garrett
Robbins Gilman
John M. Glenn
Mrs. John M. Glenn
Mrs. George Gordon
Mrs. Frederick Greeley
Austin E. Griffiths
T. A. Groos

Dr. Luther H. Gulick
Mrs. Stoddard Hammond
Lee F. Hanmer
Wallace Hatch
R. D. Haven
Mrs. Harriet G. Heller
George T. Hepbron
Clark W. Hetherington
Amalie Hofer
Mari R. Hofer
A. J. Horlick
S. P. Jermain
George E. Johnson
David Kelley
Beulah Kennard
Gustavus T. Kirby
Rev. R. Kidner
H. H. Klamroth
Dr. George M. Kober
Joseph Lee
Ellen LeGarde
Arthur Leland
Dr. Samuel McCune Lindsay
Hon. Ben B. Lindsey
Henry J. McCoy
Mary McDowell
Dr. R. Tait McKenzie
W. J. McKiernan
Irving Macomber
Hon. Henry B. F. Macfarland
Otto T. Mallery
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Frank K. Mott
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George A. Parker
George E. Parker
Mrs. Francis Pell
Dwight H. Perkins
Mabel Peters
Dr. Helen C. Putnam
Mrs. Henry T. Rainey
Dr. R. R. Reeder
James Bronson Reynolds
E. M. Robinson
Pauline Robinson

Mrs. Willoughby Rodman
Louis W. Ropeer
Cuno H. Rudolph
Charlotte Rumbold
Dr. Dudley A. Sargent
Karl A. M. Schultz
Mrs. Thomas M. Scruggs
Dr. Myron T. Scudder
Mrs. Vladimir G. Simkhovitch
John B. Sleman, Jr.
G. T. Smith
Winfred J. Smith
Frank H. Sommer
William A. Stecher
Mary B. Steuart
Seth T. Stewart
Dr. Rebecca Stoneroad
Gustave Straubenmüller
B. P. Sullivan
Maud Summers
Hon. A. T. Sweeney
Francis H. Tabor
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Jessie R. Tanner
Edward K. Taylor
Graham Romeyn Taylor
Ellen M. Tower
W. I. Twitchell
R. C. Vaughan
Lawrence Veiller
George Vincent
August Vollmer
Lillian D. Wald
Felix M. Warburg
Randall D. Warden
Charles F. Weller
William A. Wetzel
Mrs. Lovell White
Evangeline E. Whitney
C. B. Whitwall
Mrs. C. B. Whitwall
Mrs. Clara Williams
A. E. Winship
Theodore Wirth
Horace Wood
Clinton R. Woodruff
Dr. Carl Ziegler

COMMITTEES OF THE PLAYGROUND ASSOCIATION OF AMERICA, 1908–1909

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Beulah Kennard, Chairman
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George E. Johnson

LOCAL PLAYGROUND ASSOCIATIONS AND THEIR OFFICERS

Alleghany, Pa.
Playground and Vacation School Association. Organized 1907
President, Mrs. John Cowley
Treasurer, Mrs. Edward A. Jones
Secretary, Miss Mary L. Hay

Attleboro, Mass.
Attleboro Playgrounds Association. Organized 1908
President, Edward A. Sweeney
Treasurer, Fred. A. Ward
Secretary, C. F. Coykendale

Baltimore, Md.
Children's Playground Association. Organized 1897
President, Mrs. George Frame
Treasurer, John Philip Hill
Secretary, George W. Ehler

Birmingham, Ala.
Birmingham Playground and Athletic League. Organized 1908
President, W. D. Nesbitt
Treasurer, L. W. Friedman
Secretary, T. C. Young

Buffalo, N. Y.
Buffalo Playground Association. Organized 1908
President, Judge Harry L. Taylor
Treasurer, Warren Smith
Secretary, Roy Wallace

Camden, N. J.
Playground Association of Camden. Organized 1908
President, Wilbur F. Rose
Treasurer, Howard M. Cooper
Secretary, P. C. Messersmith

Chicago, Ill.
Playground Association of Chicago. Organized 1907
President, Frederick Greeley
Treasurer, Clarence Buckingham
Secretary, Graham R. Taylor

Columbus, O.
The Young Ladies Playground Association. Organized 1902
President, Miss Helen E. Roberts
Treasurer, Miss Madge McCarthy
Secretary, Miss Hulda Theobald

Denver, Col.
Denver Playground Association. Organized 1908
President, Guilford S. Wood
Treasurer, O. D. Cass
Secretary, Mrs. C. M. Kassler

Duluth, Minn.
Duluth Playground Association. Organized 1908
President, R. D. Haven
Treasurer, B. Silberstein
Secretary, L. A. Barnes

Erie, Pa.
Erie Playground Association. Organized 1908
President, Conrad Klein
Treasurer, Marvin Griswald
Secretary, Jane Wier Pressley

Grand Rapids, Mich.
Playground Association of Grand Rapids. Organized 1908
President, A. E. Ewing
Secretary-Treasurer, Miss Liela E. Snowhook

Kansas City, Mo.
Public Playground Association. Organized 1907
President, Louis W. Shouse
Treasurer, C. G. Hutcheson
Secretary, V. J. O'Flaherty

Memphis, Tenn.
Playground Association of Memphis. Organized 1908
President, Mrs. Thomas M. Scruggs
Treasurer, C. Hunter Raine
Secretary, Miss Marion Griffin

New York, N. Y.
Parks and Playgrounds Association of the City of New York. Organized 1908
President, Eugene A. Philbin
Treasurer, James Renwick
Secretary, Howard Bradstreet

Oak Park, Ill.
Oak Ridge Playground Association. Organized 1908
President, Otto McFeely
Secretary-Treasurer, G. K. Wilson

Omaha, Neb.
Playground Association of Omaha. Organized 1906
President, William M. Davidson
Treasurer, Luther L. Kountze
Secretary, Charles E. Foster

Philadelphia, Pa.
Playgrounds Association of Philadelphia. Organized 1908
President, Dr. Martin G. Brumbaugh
Treasurer, John H. Converse
Secretary, William A. Stecher

Pittsburg, Pa.
The Pittsburg Playground Association. Organized 1906
President, Miss Beulah Kennard
Treasurer, Mrs. Samuel A. Ammon
Secretary, Mrs. Robert D. Coard

Poughkeepsie, N. Y.
Poughkeepsie Playground Association. Organized 1908
President, Clarence J. Reynolds
Treasurer, Frederick M. Morgan
Secretary, Judge Wilfred H. Sherrill

Rochester, N. Y.
The Children's Playground League. Organized 1903
President, Benjamin B. Chase
Treasurer, Winfred J. Smith
Secretary, Helen Wile

St. Joseph, Mo.
St. Joseph Playground Association. Organized 1908
President, Horace Wood
Treasurer, Henry King, Jr.
Secretary, B. M. Lockwood

San Diego, Cal.
San Diego Playground Association. Organized 1908
President, Dr. W. F. Gearheart
Treasurer, M. German
Secretary, Elizabeth Rogers

Scranton, Pa.
Scranton Children's Playground Association. Organized 1908
President, H. W. Kingsbury
Treasurer, F. L. Hitchcock
Secretary, B. L. Lathrop

Seattle, Wash.
Seattle Playground Association. Organized 1909
President, Austin E. Griffiths
Treasurer, C. S. Wiley
Secretary, S. W. Yerkes

Spokane, Wash.
Spokane Playground Association. Organized 1908
President, L. E. Gandy
Treasurer, J. L. Kerchen
Secretary, Paul Priest

Springfield, Mass.
Springfield Playground Association. Organized 1905
President, George D. Chamberlain
Treasurer, Ralph B. Ober
Secretary, Mrs. Ada Elliot Shiffield

Washington, D. C.
Washington Playground Association. Organized 1903
President, Cuno H. Rudolph
Treasurer, Eugene E. Stevens
Secretary, Wallace Hatch

Wilmington, N. C.
Children's Playground Association. Organized 1908
President, R. W. Hogue
Treasurer, W. N. Harriss
Secretary, Thomas H. Wright

STATISTICS OF PLAYGROUNDS IN THE HUNDRED LARGEST CITIES OF THE UNITED STATES

LEONARD P. AYRES

The accompanying statistical table gives the facts so far as it has been possible to gather them in regard to playgrounds in the one hundred largest cities of the United States up to the end of the year 1907. They are largely based on information secured from questionnaire sheets filled out by city officials, school officials, or persons engaged in playground work in the different cities. In all cases where printed reports are available, the information when secured has been checked by comparing it with the information given in printed reports. Although the utmost care has been employed to insure as great a degree of accuracy as possible, the desired information is lacking for many of the cities where playgrounds exist; and in some cases the information published is not to be trusted as absolutely accurate.

PLAYGROUND STATISTICS OF THE HUNDRED LARGEST CITIES.—PART I. NORTH ATLANTIC STATES

State and City.	Population in 1900.	Number of Playgrounds in 1907.	Approximate Acreage.	Managing Authority.	Annual Cost of Maintenance.	Source of Support.	Expenditure to Date.	Year Work was Begun.
MAINE								
Portland	50,145	1	..	Woman's Club.	..	Private subscription.	..	1907
NEW HAMPSHIRE								
Manchester	56,987	4	15	Street and Park Commission.	$200	City Treasury.	..	1902
MASSACHUSETTS								
Boston	560,892	54	252	Dept. of Parks.	60,000	City Treasury.	$2,528,050	1882
Worcester	118,421	5	..	Dept. of Parks.	..	City Treasury.	..	..
Fall River	104,863	3	..	Park Commissioners.	..	City Treasury.	752	1906
Lowell	94,969	2	2	Park Commissioners.	..	Park appropriation.	900	1907
Cambridge	91,886	9	..	School Committee.	981	City appropriation.	..	1905
Lynn	68,513	3	41	Park Commissioners.	4,342	Loan and tax levy.	82,514	1889
Lawrence	62,559	None.	..	..	..	..	..	..
New Bedford	62,442	3	2	Woman's Club.	800	Private subscription.	3,530	1900
Springfield	62,059	5	7	Playground Asso.	1,409	Private subscription.	3,000	1905
Somerville	61,643	None.	..	..	..	..	..	..
Holyoke	45,712	None.	..	..	..	..	..	..
Brockton	40,063	9	..	..	1,000	City Treasury.	..	1898
RHODE ISLAND								
Providence	175,597	8	..	Committee appointed by Mayor.	3,000	City appropriation.	6,000	1906
Pawtucket	39,231	None.	..	..	..	..	..	..
CONNECTICUT								
New Haven	108,027	7	7	Playground Association.	600	City appropriation, subscription.	..	1898
Hartford	79,850	2	..	Committee appointed by Mayor.	500	City appropriation, subscription.	..	1898
Bridgeport	70,996	None.	..	..	..	..	..	..
Waterbury	45,859	2	5	Dept. of Parks.	100	Park fund.	..	1905

PLAYGROUND STATISTICS OF THE HUNDRED LARGEST CITIES.—PART I. NORTH ATLANTIC STATES.—(*Continued*)

STATE AND CITY.	POPULATION IN 1900	NUMBER OF PLAYGROUNDS IN 1907.	APPROXIMATE ACREAGE.	MANAGING AUTHORITY.	ANNUAL COST OF MAINTENANCE.	SOURCE OF SUPPORT.	EXPENDITURE TO DATE.	YEAR WORK WAS BEGUN.
NEW YORK								
New York	3,437,202	126	..	Park Dept., Board of Education, private organizations.	$308,418	..	$15,290,000	..
Buffalo	352,387	6	..	Health and Park Dept.	11,500	City appropriation.	90,470	1900
Rochester	162,608	5	10	Board of Education, Park Board.	5,000	City appropriation.	12,000	1890
Syracuse	108,374	None.	..	..	..	..	..	..
Albany	94,151	2	10	Park Dept.	..	..	..	..
Troy	60,651	2	10	Park Dept.	1,000	City appropriation.	11,200	1907
Utica	56,383	2	3	Private Association.	3,000	Subscriptions.	16,000	1899
Yonkers	47,931	None.	..	..	..	..	..	..
Binghamton	39,647	None.	..	..	..	..	..	..
NEW JERSEY								
Newark	246,070	1	½	Board of Playground Commissioners.	5,000	City.	3,500	1907
Jersey City	206,433	2	6	Tree Com., St. and Water Bd.	1,000	City.	10,000	1905
Paterson	105,171	None.	..	..	..	..	..	..
Camden	75,935	None.	..	..	..	..	..	..
Trenton	73,307	None.	..	..	..	..	..	..
Hoboken	59,364	None.	..	..	..	..	..	..
Elizabeth	52,130	None.	..	..	..	..	..	..
PENNSYLVANIA								
Philadelphia	1,293,697	59	..	Private association, Board of Education.	39,650	City appropriation, subscription.	..	1895
Pittsburg	451,512	21	..	Playground Association.	38,581	City, contributions.	134,124	1896

PENNSYLVANIA								
Scranton	102,026	1	1	Playground Association.	250	Public subscriptions.	..	1907
Reading	78,961	..	..	Woman's Club.	..	..	..	1902
Erie	52,733	None.	..	..	..	..	..	..
Wilkesbarre	51,721	3	30	Park Commission.	1,500	City.	1,718	1907
Harrisburg	50,167	3	30	Park Commission.	4,344	City.	28,834	1904
Lancaster	41,459	None.	..	..	..	..	..	..
Altoona	38,973	None.	..	..	..	..	..	..

PLAYGROUND STATISTICS OF THE HUNDRED LARGEST CITIES.—PART II. SOUTH ATLANTIC STATES

State and City.	Population in 1900.	Number of Playgrounds in 1907.	Approximate Acreage.	Managing Authority.	Annual Cost of Maintenance.	Source of Support.	Expenditure to Date.	Year Work was Begun.
Delaware								
Wilmington	76,508	3	3	Park Com., Private association.	..	..	..	1906
Maryland								
Baltimore	508,957	28	..	Playground Association.	$5,500	City and contribution.	..	1900
District of Columbia								
Washington	278,718	26	..	Playground Association.	15,000	Appropriation, contribution.	..	1901
Virginia								
Richmond	85,050	None.	..	..	..	..	..	..
Norfolk	46,624	18	30	Superintendent of Schools.	..	..	..	..
West Virginia								
Wheeling	38,878	None.	..	..	..	..	..	..
South Carolina								
Charleston	55,807	None.	..	..	..	..	..	..
Georgia								
Atlanta	89,872	4	5	Associated Charities.	50	City.	$675	1906
Savannah	54,244	None.	..	..	..	..	..	..
Augusta	39,441	None.	..	..	..	..	..	..

PLAYGROUND STATISTICS OF THE HUNDRED LARGEST CITIES.—PART III. SOUTH CENTRAL STATES

State and City.	Population in 1900.	Number of Playgrounds in 1907.	Approximate Acreage.	Managing Authority.	Annual Cost of Maintenance.	Source of Support.	Expenditure to Date.	Year Work was Begun.
KENTUCKY								
Louisville	204,731	7	60	Park Com., Playground Association.	$8,000	City appropriation, contributions.	$25,000	1903
Covington	42,938	None.	..	..	..	..	..	..
TENNESSEE								
Memphis	102,320	None.	..	..	..	..	..	..
Nashville	80,865	None.	..	..	..	..	..	..
ALABAMA								
Mobile	38,469	None.	..	..	..	..	..	..
Birmingham	38,415	1	5	Park Com.	..	Park appropriation.	..	..
LOUISIANA								
New Orleans	287,104	1	..	Kingsley House Settlement.	..	Kingsley House Settlement.	..	1907
TEXAS								
San Antonio	53,321	None.	..	..	..	..	..	..
Houston	44,633	1	..	Civic Club	..	Subscription.	..	1906
Dallas	42,638	None.	..	..	..	..	..	..
ARKANSAS								
Little Rock	38,307	2	30	Com. from City Council.	5,000	City.	30,000	..

PLAYGROUND STATISTICS OF THE HUNDRED LARGEST CITIES.—PART IV. NORTH CENTRAL STATES

State and City.	Population in 1900.	Number of Playgrounds in 1907.	Approximate Acreage.	Managing Authority.	Annual Cost of Maintenance.	Source of Support.	Expenditure to Date.	Year Work was Begun.
Michigan								
Detroit	285,704	7	3	Board of Education.	$2,000	City taxes.	$11,500	1901
Grand Rapids	87,565	..	..	Board of Education.	1,500	City appropriations.	..	1902
Saginaw	42,345	None.	..	Park Board.	..	..	..	..
Wisconsin								
Milwaukee	285,315	8	..	Park Commission, School Board.	7,315	Contribution, city and private association.	..	1904
Minnesota								
Minneapolis	202,718	9	5	Park Board, City Council, School Board, private subscription.	19,000	Taxation, School Board, private subscription.	26,300	1905
St. Paul	163,065	4	10	Committee appointed by Mayor.	10,000	City.	40,000	1904
Duluth	52,969	None.	..	..	..	..	..	..
Iowa								
Des Moines	62,139	1	..	..	..	..	..	..
Nebraska								
Omaha	102,555	1	1	Playground Association.	800	Subscription.	1,700	1904
Lincoln	40,169	None.	..	..	..	..	..	..
Kansas								
Kansas City	51,418	None.	..	..	..	..	..	..
Ohio								
Cleveland	381,768	9	7	Board of Public Service.	9,300	Tax levy.	..	1901
Cincinnati	325,902	None.	..	..	..	..	..	..

Toledo	131,822	8	31	Park Dept., Woman's Club.	1,000	Taxation, Woman's Club.	20,000	1897
Columbus	125,560	None.	..	..	..	..	..	..
Dayton	85,333	1	2	Board of Public Service.	5,000	City appropriation.	75,000	1907
Youngstown	44,885	5	..	Woman's Club.	..	..	65,000	1906
Akron	42,728	None.	..	..	..	..	..	..
Springfield	38,253	8	30	Board of Public Service.	500	City.	1,500	1906
INDIANA								
Indianapolis	169,164	None.		..	..	..	..	..
Evansville	59,007	None.	..	..	..	..	..	..
Fort Wayne	45,115	None.	..	..	..	..	..	..
ILLINOIS								
Chicago	1,698,575	299	..	Park Commission, Board of Education.	303,150	Municipal funds.	10,000,000	1890
Peoria	56,100	None.	..	..	..	..	..	..
MISSOURI								
St. Louis	163,752	17	..	Public Recreation Commission.	18,749	City appropriation.	..	1900
Kansas City	163,752	None.	..	..	..	..	..	..
St. Joseph	102,979	None.	..	..	..	..	..	..

PLAYGROUND STATISTICS OF THE HUNDRED LARGEST CITIES.—PART V. WESTERN STATES

State and City.	Population in 1900.	Number of Playgrounds in 1907.	Approximate Acreage.	Managing Authority.	Annual Cost of Maintenance.	Source of Support.	Expenditure to Date.	Year Work was Begun.
Colorado								
Denver	133,859	3	8	Park Commission.	$10,000	Park Fund, special appropriation.	$22,000	1905
Utah								
Salt Lake City	53,531	None.	..	..	..	..	..	..
Oregon								
Portland	90,426	4	5	..	250	City and subscription.	1,000	1907
California								
San Francisco	342,782	None.	..	..	..	..	..	..
Los Angeles	102,479	10	26	Playground Commission.	17,016	City appropriation.	79,116	1904
Oakland	66,960	1	..	Woman's Club.	297	Private subscription.	..	1907
Washington								
Seattle	80,671	None.	..	..	..	..	..	..

SUMMARY

	North Atlantic States.	South Atlantic States.	South Central States.	North Central States.	Western States.	United States.
Number of cities	45	10	11	27	7	100
Cities having playgrounds	29	5	5	14	4	57
Cities without playgrounds	16	5	6	13	3	43
Population of cities having playgrounds	8,366,443	1,000,679	613,190	3,733,389	393,724	14,107,425
Population of cities not having playgrounds	975,165	263,420	360,550	1,331,523	476,984	3,407,642
Aggregate number of playgrounds in 1907	350 (27)	79	12	377 (13)	18 (4)	836 (54)
Aggregate acreage of playgrounds in 1907	431 (16)	38 (3)	95 (3)	106 (9)	39 (3)	709 (34)

SUMMARY

Managing Authorities, by Cities:	North Atlantic States.	South Atlantic States.	South Central States.	North Central States.	Western States.	United States.
Park Commission	10	..	1	..	1	12
Board of Education	1	1	..	1	..	3
Other municipal authority	4	..	1	5	..	10
Playground Association	4	2	..	1	1	8
Other private organizations	4	1	2	1	1	9
Combinations of the above	5	1	1	5	..	12
Information lacking	1	..	..	1	1	3
	29	5	5	14	4	57

SUMMARY

Financial:	North Atlantic States.	South Atlantic States.	South Central States.	North Central States.	Western States.	United States.
Aggregate annual cost of maintenance	$464,675 (23)	$20,550 (3)	$13,000 (2)	$378,314 (12)	$27,563 (4)	$904,102 (44)
Aggregate expenditure to date	$18,138,607 (17)	$675 (1)	$55,000 (2)	$10,238,000 (9)	$102,116 (3)	$28,534,398 (34)

Source of Support, by Cities:	North Atlantic States.	South Atlantic States.	South Central States.	North Central States.	Western States.	United States.
Municipal funds	15	1	2	8	1	27
Private subscription	5	..	2	1	1	9
Both	3	2	1	3	2	11
Information lacking	6	2	..	2	..	10
	29	5	5	14	4	57

SUMMARY

Year Work was Begun, by Cities:	North Atlantic States.	South Atlantic States.	South Central States.	North Central States.	Western States.	United States.
1882	1	..	..	..	..	1
1889	1	..	..	..	..	1
1890	1	..	..	1	..	2
1895	1	..	..	..	..	1
1896	1	..	..	..	..	1
1897	..	..	..	1	..	1
1898	3	..	..	..	..	3
1899	1	..	..	..	..	1
1900	2	1	..	1	..	4
1901	..	1	..	2	..	3
1902	2	..	..	1	..	3
1903	..	..	1	..	..	1
1904	1	..	..	3	1	5
1905	4	..	..	1	1	6
1906	2	2	1	2	..	7
1907	6	..	1	1	2	10
Information lacking	3	1	2	1	..	7
	29	5	5	14	4	57

The situation in the country as a whole as disclosed by the data published in the summary is in its most salient features about as follows:

Of the hundred largest cities of the country, something more than half have playgrounds.

In the North Atlantic States decidedly more than half of the cities have playgrounds.

In other sections of the country about half of the cities have playgrounds.

This does not mean, however, that adequate playground facilities exist in half of our cities. On the contrary, they do not exist in any city. The figures simply show that a beginning has been made in something more than half of the localities, and that in others nothing whatever had been accomplished up to the close of last year.

Beside the figures giving the number and acreage of playgrounds, and beside those giving their cost, will be found other figures in parentheses. For example, under the North Atlantic States the aggregate number of playgrounds in 1907 was given as 350, and beside this figure appears the figure (27). This means that data were secured for 27 cities only, not for the 29 cities of that section where playgrounds exist. In all of the other cases the figures in parentheses indicate the number of cities from which data were secured, and they appear in every case where it was impossible to get the figures from all of the cities.

Referring to the figures giving the aggregate number of playgrounds in 1907, it will be noted that the North Central States are credited with having 377 playgrounds. This number is probably larger than is justified by the real facts in the case. Of these 377 playgrounds, 299 are credited to Chicago. This is because the school-yards in Chicago have been included in the official reports as playgrounds. It is probable that a large part of them should not be so considered.

The figures showing the managing authorities indicate how little uniformity of practice there is in this matter. It is very surprising to note, too, that in only three cities does it appear that the playgrounds are managed by the boards of education.

The financial features are of special interest in showing the great contrast between the cities of the North Atlantic and the North Central groups, and those of the other groups, in the matter of expenditure.

The figures showing source of support are important in that they indicate to some degree to how great an extent playgrounds have been taken over and cared for by municipal authority and how extensively they are still wholly or partly supported from private sources.

The figures showing when the playground work was begun in the different sections indicate clearly how the North Atlantic and North Central States have led in this movement.

The figures for the United States show how the number of cities undertaking this work has doubled in the past four years.

It is the intention of the Playground Association to secure and tabulate playground statistics each year. For 1908 it is hoped that figures for all of the cities of the country of 5000 population or more will be secured, and with an ever-increasing number of interested workers in different localities it is confidently expected that the information for 1908 and succeeding years will be increasingly extensive and accurate.

WASHINGTON SITES AVAILABLE FOR PLAYGROUNDS*

Dr. Henry S. Curtis

Almost every day the mail brings notice of a new appropriation made by some city for the acquisition of playground sites. The present activity in this line is manifold what it has ever been before.

As most of the cities are now making their first beginnings in playground development, it would seem wise that they should begin with some definite plan for the city, which should be based on a careful inventory of all existing property, either public or private, which might be secured for this purpose.

This article is an account of the work in the capital. The information which it contains may be found graphically represented on the map facing page 389.

In the inventory of possible playground sites it seemed advisable to keep an account of four different sorts of locations:

*Reprinted from *Charities and The Commons*, March 7, 1908.

First, of public or semi-public places belonging to the District of Columbia or the United States; second, of reclaimable areas, consisting of ponds or shallow streams and marshes that might be filled in; third, of abandoned cemeteries; and fourth, of vacant squares that might be purchased.

At first thought it would seem that the locating of public sites would be a very simple matter, for surely every city must keep a record of all the property that it owns and know where that property is situated. So one might suppose, but in actual fact it is not so easy. Mr. Powers tells me that probably less than one per cent. of the cities of America have maps showing the location of property belonging to them, and that in most places there is no complete list of city property available.

I took as the basis of this study of public sites in Washington a map from the report for 1904 of the officer in charge of buildings and grounds, showing the property belonging to the United States within the old city limits. This chart was reasonably complete within these boundaries, but did not show property belonging to the United States beyond Florida Avenue, and did not show any of the property belonging to the District of Columbia. These sites had to be found from the tax exemption lists and from Baist's Plat Books. The tax exemption lists gave the area of different tracts, and I made a drawing of each of the larger areas from the chart, wherever acquisition seemed possible. This was perhaps more difficult for Washington than it would be for most cities, as there are several hundred public reservations within the district boundaries.

At the time I first became interested in making this study, the considerations which led me to think it was worth while were the knowledge that London had taken sixty-seven cemeteries within the last few years for playgrounds; that removal of centrally located cemeteries beyond the city boundaries is sure to take place in most cases in course of time; that unused and neglected cemeteries are a menace both to public health and public morality, as they are sure to become haunts of the vicious and to furnish abundant opportunities for wrongdoing.

In investigating the subject I was greatly surprised to find the number of cemeteries—about thirty—which are now being used in the district. I secured this list from the burial permits which had been granted by the Health Department during the past year. By comparison of this list with the permits granted

in 1880, I discovered that thirteen cemeteries which were used then had since been abandoned. I found from the plat books that all but five of these cemeteries had already disappeared from the map. It was a surprise to find how little of a permanent character there is in the cemeteries where the poor, and especially the negro, dead are buried. The graves are mostly marked with wooden slabs which soon rot away, while the population itself, which is represented in the graves, is almost as fleeting as the headstones, moving to other cities or to other parts of the city, and taking comparatively little interest in the memorials left behind.

However, our experience with cemeteries in Washington has not been very satisfactory. We attempted to secure an abandoned cemetery in Georgetown last year for a playground. It was situated in one of the most densely settled parts of the city, poorly fenced, overgrown with young trees, and offered many secluded places of concealment. Dozens of whisky bottles strewed the ground, and it offered many moral dangers to the young. But, in trying to secure this site, we found that the tract had been given to the church for a cemetery, and that, when it was abandoned for cemetery purposes and the church undertook to sell it at a moderate price, the heirs of the donor claimed that it reverted to them. The result has been a lawsuit between the church and the heirs, so that the Playground Association has been unable until the present to get a good title to the ground.

This, of course, is a circumstance which is not sure to occur in the purchase of a cemetery, but one that must be anticipated. Cemeteries are apt to be hedged about with regulations and sentiments which make them less desirable than other sites, but it must be remembered, on the other hand, that most of those situated within city limits will soon be taken for building purposes in any case if not given to some public use, and frequently they offer practically the only open space available. They can usually be had for less money than a similar site that has not been used as a cemetery. We shall probably get a good title to the cemetery in Georgetown in the near future, but we shall not undertake to secure any of the four others still vacant, chiefly, however, because they are not located in places where we wish to secure playgrounds at the present time. There are undoubtedly hundreds of such sites in the older cities of the east which have

been abandoned for years, many practically without tombstones or other markings, which might be secured at comparatively low prices.

One of the most interesting parts of this inquiry was the study of the reclaimable areas around Washington. This is a subject which has tremendous possibilities for many cities, and one to which a new importance has been given by modern methods of hydraulic dredging, which permit the moving of immense quantities of earth dissolved in water to considerable distances at very small cost. Within the last few years the federal government has secured in this way over 700 acres of riverside parks within the District of Columbia from the dredging of the Potomac. More than 100 acres are being filled in in the same way on the shores of the Anacostia this year, and similar amounts will probably be filled in each year for several years to come, incidental to the dredging of the Anacostia for a deep water channel. The land which is filled in, in shallow parts of the river and surrounding marshes, is worth many times the cost of the dredging—so much so that several years ago a committee of citizens offered to fill in the shallow parts of the Anacostia and surrounding marshes for the United States for every second square of land thus made. The government refused to listen to the proposition. There are undoubtedly many cities in America, situated not far from the seaboard, that might thus, by dredging their river channels, become ocean ports, and secure at the same time a series of large riverside parks for nothing.

In following up this work, which is shown in black on the map, I first obtained the maps of the Hydrographic Bureau of the Geological Survey, which may be obtained for five cents a piece for almost any city in the country. These showed all the marsh lands and low-lying lands within the District of Columbia. I then secured a coast and geodetic survey map of the Potomac, which showed the depth of the water in the Potomac and Anacostia Rivers over each area of the river-beds. At the office of the engineer in charge of river and harbor improvements I found the plans of the United States for improving these rivers. The lower strip on the Anacostia is now being filled in. The upper parts and the marsh above are to be filled in later if plans now drawn are carried out. One of the sites which it is proposed to fill in next year would make a magnificent riverside park, with opportunities for a playground and bathing beach. The black part in

the lower part of Washington opposite the barracks is being filled in rapidly with the ashes and waste of the city.

I found that in certain parts of the city a pond was a decided asset, as in some cases the ashes contractor was paying as high as $250 a month for the privilege of dumping. Ashes make a very poor subsoil for buildings, but an excellent subsoil for a playground, as they furnish the best possible under-drainage. Nearly a hundred acres have been added to Riker's Island, New York, in this way within the last few years, and Grant Park, Chicago, is being built similarly from the city waste. I found that Leipzig, Germany, had built a very considerable hill outside the city in this way, and then surfaced it with soil, planted it with trees, and put an observatory on top, making one of the most beautiful small parks of the city. The amount of city waste from ashes and from cellars and other excavations would in a hundred years fill in many hundreds of acres of shallow water or marsh around our larger cities. A large part of the playgrounds of Boston have been gotten by filling in the marshes located in different parts of the city, and undoubtedly several more might be secured in the same way. The possibility of thus acquiring public sites is only very dimly realized, apparently, by most cities.

The fourth sort of site of which I endeavored to secure an account was the vacant block or square. It would seem at first blush that the attempt to find each vacant space of two acres or more in a city that covers sixty or seventy square miles might be a Herculean one, and indeed it might well be. It would take two or three months to secure a very imperfect inventory of sites from actual inspection. A far more complete and reliable account of the vacant places was secured in a single day by going over the plat books, which may be found in the office of any real-estate dealer.

In this way I made a plan of each park, cemetery, waste place, or vacant square in the city. This plan showed the location, area, and general shape of each site. I arranged these plans in routes, putting those in the same section of the city together, and visited them all on a bicycle, taking notes at each site as to whether it was on grade and level or the opposite, on the nature of the surrounding population, and on other matters of interest. This took about three days with about forty miles of riding each day. It was well worth while just for the knowledge it gave me of the city and its population.

Having secured this information, I took the plans to the office of a friendly real-estate dealer and got the assessed value of each site filled in, and secured from him an estimate as to the actual cost per square foot of each.

I then secured an outline map of the district, which gave every city square by number, and had this map mounted. I purchased a box of paints and put in from the school maps of the city all of the schools for white children in red, the schools for colored children in blue, and indicated the location of the playgrounds by circles of the same color. I put in along with the schools, but with green outline, all the orphan asylums and institutions for children, as being places where playgrounds were most needed. I then put in, in green, all public sites which seemed available and properly located for playground purposes. I put in reclaimable areas in black and outlined the vacant squares in black. Fixing the compass points at a distance of half a mile, I drew circles around these various squares and reservations with a half-mile radius. This indicates, by the number of schools inclosed within the circle, almost exactly the value of any particular site for playground purposes. For instance, Reservation 24 has within a half mile of it eight public schools, with an enrollment of 3,173. Reservation 8 has within a half mile of it two public schools, meaning approximately 800 children, etc. As children will not regularly go much over half a mile to a playground, the city should be so districted that the half-mile circles will just touch each other. The map reproduced is only a section of the map made, and represents the most densely settled part of the city. So also the circles are not put in on the reproduced map, with a single exception, because it does not seem wise to advertise the sites selected. But each site on the map is numbered according to the classes of sites mentioned, and on the accompanying key in the office is a description, a few of which are here given. Thus, for example:

Public site No. 8, a portion of Potomac Park, containing twenty acres, lying south of B and between Nineteenth and Twenty-second Streets, N. W., at present below grade, but to be pumped in this year. It is just south of the area recommended by the Special Park Commission for sites of government buildings, and lies just off the line of proposed improvements terminating in the Lincoln Memorial.

Waste place No. 6, situated on the Anacostia River lying between the sewage aqueduct and the Anacostia bridge, rather

more than 100 acres, to be filled in by the dredging of the Anacostia River next year if riparian rights can be secured. A location should be secured here for a riverside park and playground with bathing beach opposite the navy yard. Such a park and bathing beach were contemplated in the report of the Special Park Commission.

Vacant square No. 55 contains about four acres, has a high bank at the north, and is all below grade, but is nearly level at the top, with a very gentle slope at the south. Cost about fifty cents a square foot; location excellent.

Having thus put the information into graphic form, committees were appointed to wait on the officer in charge of buildings and grounds, on the district commissioners, and on certain semi-public institutions, to ask that certain lands be set aside for playground purposes. Ten sites belonging to the United States were found near the thickly settled parts of Washington, which were practically unused. Of these, the officer in charge of buildings and grounds was asked to set aside six for playground purposes. He replied that he was willing to set aside five of these, one of which gave opportunities for a bathing beach, and that he would hold the sixth under consideration. This sixth location is a part of Garfield Park, lying between Second and Third Streets, S. E. It contains about four acres of ground, is well shaded, and is laid out with walks and benches. Four public schools are in the immediate vicinity, and there are four more within a half mile, making in all eight schools with an enrollment of 3,133 children. Whilst two of these schools are within half a mile of an existing playground in the S.E. section, the children belong to a different social class and cannot be expected to go there. On the other hand, there is no vacant square in this section of the city which could be purchased for playground purposes, the only open location being at the extreme southwest along the James Creek canal and in the colored section of the city. In providing a playground for these children it is necessary either to use a portion of the park, or else to purchase a block already covered with buildings and demolish the buildings. There were only sixteen benches in this portion of the park, and in numerous visits it was always found to be unused. The entire area of the park is twenty-three acres, so that it did not seem we were asking for an unduly large amount for the children. These were the arguments which we presented, and this site also was granted.

Four sites belonging to the District of Columbia were found to be vacant and in more or less available localities. One of these has been offered to the Playground Association, and it is probable that one or two more may be obtained. Two other sites are under semi-public control, but the trustees are considering the establishing of playgrounds on them. Besides these, there are fully a dozen places lying outside the thickly settled parts of the city, which should be secured as the growth of population makes playgrounds in these localities necessary.

The entire amount of time spent in finding and visiting the sites and making the map, and securing the seven sites already obtained, was two weeks, which was scarcely sufficient to make the work as thorough as would be desirable, though I believe two weeks would be ample for most cities. Probably $300,000 or $400,000 worth of sites will become permanent playgrounds as a result of the study.

While it is impossible to say beforehand whether similar results might be obtained in other American cities, there seems to be every reason for thinking so. The Census Bureau assures me that there are in many western cities considerable tracts of land taken by the city for non-payment of taxes which might be turned over for public purposes. We all know how many are the ponds and marshes around cities of our acquaintance, now breeding-places for mosquitoes and malaria, which might become breathing-places for the children if properly filled in. There is no city without its cemeteries nor any city of any considerable size without abandoned cemeteries, which are probably a menace both to public health and public morals. We did not dream in Washington, before we began a careful study of public sites, that there was so much land already public that might be used, and I imagine that almost any city that undertook a systematic study in this way would be equally surprised. But perhaps the most important result of all is the locating of sites in some systematic way. When we had put in our half-mile circles and had the map of all possible sites before us, the desirability of securing certain of these sites rather than others became evident, and led to our recommending for purchase different ones from those originally intended.

The following articles are reprinted from the Descriptive Program of the Second Annual Playground Congress

NEW YORK CITY PLAYGROUNDS

Mr. Lee F. Hanmer

The total park area of New York City is 3,979 acres and is distributed as follows:

Manhattan	1,444 acres
Bronx	4,112 "
Brooklyn	1,166 "
Queens	638 "
Richmond	65 "

There are sixteen public playgrounds under the Park Department: eleven in Manhattan and five in Brooklyn. Although Bronx has no playgrounds in the proper sense of the word, there are many recreation features in its parks. Crotona Park, Macombs Dam Park, and Pelham Bay Park have athletic fields, gymnasiums, and shower-baths. In Van Cortlandt Park there are 87 acres of golf links, besides tennis courts, baseball diamonds, polo grounds, and cricket grounds. There are 34 baseball diamonds and 70 tennis courts in the parks of the Borough of the Bronx.

The regular playgrounds under the Park Department in Manhattan and Brooklyn are directly in charge of the Park Commissioners, and are administered by directors and teachers appointed from the civil service lists. The equipment on these playgrounds is in general as follows:

For the girls' playgrounds—large swings, small swings, baby swings, sand boxes, tennis court, volley-ball court, croquet courts, tether balls, giant strides, seesaws, slides, teeter ladders, and space for games.

For the boys' grounds—outdoor gymnasiums, running track, basket ball courts, tennis courts, jumping pits, indoor baseball diamond, giant stride, slides, and space for games.

The initial cost of park playgrounds mentioned is as follows (the figures given are for the cost of the land only):

De Witt Clinton Playgrounds,	area	7.4	acres,	$1,273,885
Tompkins Square Park Playground (originally a park)	"	10.5	"	...
Hamilton Fish Park Playground,	"	3.7	"	1,719,455
Seward Park Playground,	"	2.7	"	1,811,127
McLaughlin Park Playground	"	2.9	"	486,000

The Children's School Farm is a part of De Witt Clinton Park, and is under the jurisdiction of the Department of Parks, Boroughs of Manhattan and Richmond, with an annual appropriation in the city budget of $5,000 for its maintenance. The approximate area is 250 by 135 feet, containing 405 individual plots for active children; in addition to which 30 plots, on either side of the central path running north and south through the garden, are reserved for crippled children, who are brought in stages twice a week by the Crippled Children's Driving Fund. One hundred and forty of these children have made use of these plots during the summer. The plots are of uniform size, 4 by 8 feet, containing seven vegetables each: radishes, beans, beets, carrots, onions, lettuce, and corn. There are 40 observation plots containing industrial grains and different products of various States, which has proved a valuable live exhibit to visiting classes from the schools. A flower space of 2,586 square feet encircles the garden, which the children help in cultivating. The 200-foot building connected with the garden—with its tool room, audience hall, and adjoining rooms—makes possible the correlating of manual work and household industries with the garden work.

A conservative estimate of the number of people who derive pleasure and profit by contact with this garden is 3,500 annually. By a system of double planting and transferring, 1,100 children, who plant and care for individual plots, are accommodated; 140 cripples; 6 kindergartens; 1 high school class; 500 parents; 400 babies and little children; classes from the School of Philanthropy, colleges, and other schools; nature study material furnished to public schools.

The recreation piers are under the Dock Department, of which Allen N. Spooner is Commissioner. The first one was authorized in 1892. For some years kindergartens were maintained on these piers during the summer months, but at present they are

used freely by the public, and evening band concerts are provided here. There are nine recreation piers, located as follows:

Albany Street and North River
Barrow Street and North River
Fiftieth Street and North River
129th Street and North River
Market Street and East River
Third Street and East River
24th Street and East River
112th Street and East River
East Second Street and East River, Brooklyn side

These piers are open from 7 A.M. to 11 P.M. for eighteen weeks, beginning the last week in May.

Cost of maintenance for the season of 1907 was..	$153,692
Cost of erecting structures was.....	790,000
Estimated attendance for the season of 1907 was..	4,000,000

The public baths are under the direction of the Bureau of Public Buildings, and are directly under the control of the borough president in each borough. This year there are 11 floating baths under this department. These baths are anchored on the water front at points accessible to the congested sections of the city. They are open for about three and one-half months during the summer. The hours are from 5 A.M. to 9 P.M. The cost of maintenance is approximately $5,000 per year. Besides the floating baths there are at present eight interior baths. These are located at—

Rivington Street
East 109th Street
Eleventh Street
West 60th Street
West 41st Street
Allen Street
East 76th Street
East 23d Street

A combination bath and gymnasium is to be erected in the fall of 1908 in Carmine Street. The total attendance for the past year at the baths was 3,162,805.

The York Street Playground is under the direction of the

Parks and Playgrounds Association of New York. This organization is a combination of the Metropolitan Parks Association and the Brooklyn Societies for Parks and Playgrounds. It was organized in June, 1908. The officers are as follows:

President, Eugene A. Philbin
Vice-President, Cass Gilbert
Second Vice-President, Lillian D. Wald
Treasurer, James Renwick
Secretary, Howard Bradstreet

During last summer its activities included the maintenance of eight public playgrounds, eleven baseball centers, one summer camp. The expenses are met from funds secured through voluntary contributions.

The York Street Playground is located in a unique position under the approach to the Brooklyn Bridge. The location and the noise of traffic overhead do not make it ideal for a playground, but the fact that since 1902 it has been a most successful center for the children of the neighborhood illustrates how much can be done with an out-of-the-way place that otherwise might be useless. This playground was formerly conducted by the Brooklyn Society for Parks and Playgrounds.

The baseball centers are located in vacant lots, the use of which has been secured by the Association, and are under the supervision of employed directors. There are two classes of teams: those made up of boys under seventeen, and those of young men over seventeen. An Interplayground League has been formed, and a regular tournament arranged for the summer. The summer camp is located at Montvale, N. J., and affords an inexpensive outing for two weeks for a limited number of boys. The cost per week to those going to the camp is $3.00.

There are numerous settlements and societies throughout the city that are conducting playgrounds of various kinds. Some are on roofs; some in backyard tenement blocks; some are in vacant lots that have been leased for that purpose.

PLAYGROUND ACTIVITIES UNDER THE DIRECTION OF THE DEPARTMENT OF EDUCATION, NEW YORK CITY

Dr. Luther H. Gulick

As the available funds of the Department of Education did not permit the operation of the vacation playgrounds later than the regular time of closing, August 31st, there was no exhibition of the work done under this Department. The following facts with reference to the work of these playgrounds are taken from the last report of the Superintendent of Schools. This work has been conducted with great success by District Superintendent Miss Evangeline Whitney.

Vacation Schools.—The total number of vacation schools open during 1907 was 31; the aggregate attendance was 436,088; the average daily attendance was 16,100. The school session is from nine to twelve, five days of the week. The subjects taught are as follows: elementary and advanced sewing, dressmaking, millinery, knitting and crocheting, embroidery, domestic science, basketry, chair caning, elementary wood work, bench work, Venetian iron work, leather and burnt wood, nature, art, kindergarten and connecting classes, classes in English to foreigners, and city history. During the summer practical gardening was introduced under the direction of Mr. Hanna.

Vacation Playgrounds.—Ninety-nine playgrounds were in operation during the summer; these included 6 outdoor playgrounds, 21 kindergartens, and 11 roof playgrounds. The roof playgrounds were open during the evenings from 7.30 to 10.00 o'clock; the others were open every afternoon from 1.00 to 5.30 o'clock.

The average attendance was 75,937.

The extent of the work is indicated by the fact that 511 teachers were employed in this service.

The general program followed in the playgrounds is as follows:

1.00 to 1.30—Assembly.
Marching.
Singing.
Salute to the Flag.
Talk by the Principal.

1.30 to 2.30—Organized Games.
Kindergarten.
Gymnastic.

2.30 to 3.00—Organized Free Play.
3.00 to 4.00—Drills.
Gymnastic.
Military.
Folk Dancing.
Apparatus Work.
Occupation Work.
Raffia.
Clay Modeling.
Scrap Books.
4.00 to 4.45—Organized Games.
Kindergarten.
Gymnastic.
Basket ball.
4.45 to 5.15—Athletics.
5.15 to 5.30—Dismissal.
Marching.
Singing.

Evening Recreation Centers.—Nineteen playgrounds were devoted to children under five years of age, with their caretakers. These grounds are suitably equipped with sand trays, shovels and pails, and the like. Hammocks were furnished for the enjoyment of the babies.

The roof playgrounds were no less popular than were the playgrounds which were open during the daylight. These were patronized by both parents and children. Constant care had to be taken that they were not overcrowded. There was also constant supervision, so that in spite of the large numbers who frequented them, there was little or no disturbance. Music by excellent bands gave such programs as the following:

1. Star Spangled Banner.
2. March—Old Faithful.....Holzmann.
3. Folk Dances.
4. Waltz—Loveland.....Holzmann.
5. Folk Dances—Concert.
6. Overture—Apollo.....Laurendean.
7. Cornet Solo—Holy City.....Adams.
8. Folk Dances.
9. Selection—Bohemian Girl.....Balfe.
10. Polka—Tata.....Laurendean.
11. Folk Dances.
12. Selection—Mlle. Modiste.....Herbert.
13. Lanciers.
14. March—Dress Parade.....Lautz.
15. Finale—America.

Winter Recreation Centers.—In addition to the summer playgrounds, there are maintained winter recreation centers. Of these there were 31, open from October 15, 1906, to June 15, 1907, 21 of these being for men and boys, and 10 for women and girls. A large feature of the work of these evening recreation centers consists in the careful and systematic organization of clubs, thus bringing into a more or less organized whole what would otherwise have been rather heterogeneous groups. This tends also to bring about regularity of attendance. These recreation centers provide gymnastic and quiet games, opportunity for study, and the like. In such gymnastics, regular graded work which develops bodily vigor has been carried on. Folk dancing has been carefully and judiciously taught.

One of the features of the playground work as maintained by the Board of Education, which is worthy of most serious consideration, is that of discipline. There is an idea, quite commonly held, that play in order to be genuine must be uncontrolled; that a playground under the direction of a teacher, having a definite program and proceeding in an orderly fashion, is sufficiently restricted to prevent the possibilities of those benefits which come from "free play". There are, however, other considerations which are of equal, if not greater, importance. A piece of ground, such as that surrounding the old New England school, which was adequate for the uncontrolled play of fifty children, where the boys might play "One Old Cat", and the little children get together and play tag, and other groups carry on those games which from time immemorial have belonged to children, constitutes the idea which those who advocate uncontrolled play have in mind. When, however, five hundred children are required to use this same amount of space, the conditions are completely changed. Unless there is control, there is no freedom, for the older and stronger boys will secure to themselves most, if not all, of the available space, using it for baseball or some similar game, while the rest of the children are compelled to remain more or less interested spectators. This tends directly toward the development of the "bully" and to the cultivation of selfishness. The skilful play director, taking charge under such conditions, will draw from his experience games which the older boys can play and which do not involve the whole of the space, and will allot to the smaller children sufficient space for them to carry on their plays with equal freedom. It is the

old question, but in a different form, of there being freedom only where there is law and order.

That this kind of genuine freedom is largely attained in playgrounds under the direction of the Board of Education is indicated by the great popularity of these playgrounds with their teachers and directors. It is found that many, if not most, of the children of this generation do not know games that are suitable and interesting and possible under existing conditions. So here, again, the teacher must furnish by a judicious combination of instruction and example the missing element.

The playground director makes, then, for genuine freedom, rather than for that kind of enforced discipline which must be identified with the daily curriculum of the ordinary school.

That play needs to be organized and supervised in order to be genuine and effective is an astonishing and novel idea to those who have in mind only the old conditions of rural schools. The success with which these large numbers of children are cared for in the limited spaces available in the New York schools has demonstrated beyond the possibility of dispute that the new conditions can be successfully met; that genuine play, freedom, individual initiative, and the like, can be afforded even under these trying conditions.

ACTIVITIES OF THE BOYS' BRANCH OF THE PUBLIC SCHOOLS ATHLETIC LEAGUE OF NEW YORK CITY

Dr. Luther H. Gulick

ATHLETIC BADGE TEST

In the athletic badge test it is the aim to furnish an opportunity by which all boys may have a chance to show evidence of athletic prowess. The standards are arranged for different ages in three divisions: for those under thirteen years, for all others in elementary schools, and for high school boys.

One of the great difficulties in connection with having athletics conducted by age standards is that children do not always develop physically in accordance with their years. The cut

shown herewith illustrates this well. The smaller boy is the older by three months. The unfairness of placing these boys upon the same footing athletically is evident, except in matters involving skill or quickness alone. In any event in which strength or weight count, the younger boy has such an advantage over the older and smaller boy as to make competition unfair. On the other hand, to totally ignore age oftentimes puts relatively small but thoroughly built, muscular, and compact boys into competition with younger boys who have not acquired that control or endurance which comes usually only with added years.

At first the competitions of the Public Schools Athletic League were based almost entirely upon age. At the present time weight qualifications have been adopted for all events except the button test, and a recommendation is before the governing board proposing the abolition of the age standards even in this.

The age standard is frequently difficult to apply, because of the fact that many of the boys do not possess and cannot secure birth certificates and other adequate evidence as to their real age; and yet extended experience shows that while in most cases boys will be perfectly truthful with reference to their age, still there are enough cases in which they will report themselves to be younger than they are to make it necessary to demand evidence from all.

The general tendency in competitive athletics is to induce boys to specialize in that kind of work for which they are the most adapted, and to still further perfect themselves in this line, whereas as a matter of fact this is in each case that which they least need to do. The athletic badge test is accordingly made up of three divisions. Each boy has to run a certain distance,—depending upon his age,—to jump a certain distance, and to pull himself up to a bar a certain number of times. This insures to a measurable degree an all-round development. It gives to all boys an opportunity to win a badge upon an absolute basis, and not upon the ability to beat some one else. Each boy who succeeds in making the records is given a badge. These badges are made of bronze for the lowest grade, bronze and silver for the older elementary boys, and solid silver for the high school boys. The test corresponds in a general way to the marksmanship test which has become so popular among the regiments, having been instituted by General George W. Wingate, President of the

ARGUMENT IN FAVOR OF WEIGHT CLASSES—SMALL BOY OLDER BY THREE MONTHS

Public Schools Athletic League, and who is largely responsible for the success and development of this work in the League.

At first, as was to be expected, comparatively few boys were sufficiently interested to take the tests, and of these but a small number were successful. During the year that has just closed, something over thirty thousand boys, however, were sufficiently interested, not merely to take the test, but to train faithfully after school and on Saturdays in preparation for the tests. In 1904, 1100 badges were won; in 1905, 1600; in 1906, 2500; in 1907, 4000 badges. When the tests were first given, about 2 per cent. of those who tried were able to qualify. This year one school was able to qualify 59 per cent. of its eligible boys, and in several others from 40 to 50 per cent. won badges.

There is furnished to each school a handsomely engraved diploma, upon which the names of the successful boys are enrolled each year, thus leaving in the school a permanent record of the successful endeavors of the boys in this athletic direction.

The following, from the official handbook of the Public Schools Athletic League, gives the official rules:

RULE IV

ATHLETIC BADGE COMPETITION

The standards have been set as follows:

For Elementary School boys under thirteen years of age:
60-yard dash, $8\frac{3}{5}$ seconds.
Pull up (chinning on bar), 4 times.
Standing broad jump, 5 feet 9 inches.

For all other Elementary School boys:
60-yard dash, indoors, 8 seconds.
100-yard dash, outdoors, 14 seconds.
Pull up (chinning on bar), 6 times.
Standing broad jump, 6 feet 6 inches.

For High School boys:
220-yard run, 28 seconds.
Pull up (chinning on bar), 9 times.
Running high jump, 4 feet 4 inches.

In Athletic Badge competitions an elementary school boy's age at the beginning of a school term shall be his athletic age during that term. In order to avoid confusion arising from the school term beginning on different days of months during different years, a boy's age on February 1st and September 1st shall be

his athletic age during the term immediately following these dates.

The following general rules shall govern the final competition: There shall be but one trial in chinning, one in the dashes, and three in the jumps.

60-Yard Dash, 100-Yard Dash, and 220-Yard Run.—The general rules of competition, as set forth in the P. S. A. L. Handbook, shall govern this test, except there shall be no finals. With reference to false starts, a competitor shall be penalized in accordance with rule VII.

Chinning.—The boy shall extend himself to his full length before and after each pull up and shall be obliged to raise his body to such a height as to bring his chin over the bar.

Jumping.—The rules of the P. S. A. L., as set forth in the Handbook, Rules XXV. and XXVII., shall govern this test, except that, as there is no real contest, *i. e.*, there is no striving for first, second, or third places, the finals shall be dispensed with.

The following order of events is suggested:

Chinning, Jumping, Running.—As the first two events can in most cases be tried out at the schools, thus leaving the smallest possible number of boys to take the third test of running, which must of necessity be held at some armory or athletic field.

No boy shall be admitted into any contest who has not received a mark of at least "B" for the month previous in effort, proficiency, and deportment, the principal of the school to be sole judge in this matter.

In Athletic Badge competitions for elementary schools, Juniors are all boys under thirteen years of age, no matter what that age may be, and Seniors are all other elementary school boys.

Duplicate lists of the successful competitors, classified as seniors and juniors, should be made out on blanks, furnished by the Public Schools Athletic League. One copy should be forwarded to the Secretary of the League, and the other placed on file in the school.

The Public Schools Athletic League will furnish to each school an engraved certificate on which the names of the successful candidates may be inscribed.

The Athletic Badge Competition shall take place once a year, in the Fall, and the reports must be sent in before December 15th.

The Juniors of the elementary schools shall receive a Bronze

Athletic Badge; the Seniors in elementary schools shall receive a Bronze and Silver Athletic Badge.

The Winthrop Trophy will be awarded for one year to the school that qualifies for the Athletic Badge and highest percentage of its enrolled grammar boys (fifth, sixth, seventh, and eighth year pupils). Boys below the fifth year may compete for the Athletic Badge, but are not to be counted in determining the school's percentage. The school reporting the highest percentage in the Athletic Badge competition will be officially tested, and if the percentage attained at the official test is still higher than any other reported percentage, the school will be awarded the trophy. If, however, in the official test the school falls below other reported percentages, these other schools will be tested in the order of their standing until a school is found whose official percentage is higher than any other reported percentage.

High Schools.—In order to be eligible for the Athletic Badge competition, a high school boy must maintain the same scholastic standing that is required in other branches of athletics.

The competition for Athletic Badges in each high school shall be in charge of the school's representative on the High Schools Games Committee. He shall forward the names of the successful candidates to the Secretary of the League on blanks furnished by the League for this purpose.

The high school boys shall receive a Silver Athletic Badge. These tests may be held twice each year in high schools, but no boy shall receive more than one badge during any school year.

Reports for the fall tests must be sent in before December 1st, and for the spring tests, before June 1st.

In its inception, this Athletic Badge test was purely an outside-of-school activity. The Board of Superintendents, however, has recently adopted a course of study which includes instruction of the boys in these events as a part of their regular physical training in the elementary schools. They are allowed not to exceed twenty minutes, twice a week, for this purpose.

CLASS ATHLETICS

This form of athletic competition, devised by Mr. W. J. Ballard, Assistant Director of Physical Training, is a form of competition which also aims to interest a large number of boys. It consists of the competition of one class against another. For

example, the boys of each grade are allowed to compete in any or all of the same three events which constitute the Athletic Badge test, namely, running, jumping, and chinning. A trophy is awarded to each grade in each borough that succeeds in making the best average record. At least 80 per cent. of the boys belonging to each class must enter the competition to make it valid.

Four years ago it was discovered that in certain schools a very small percentage of the boys could "chin themselves" even once, while during the present year's competition many of the classes showed the ability to "chin themselves" over ten times, the winning classes averaging over twenty times. In other words, not less than 80 per cent. of all the boys in a given class have worked so faithfully on this test as to be able to do a performance better than the average record for any American college.

The contests have been selected because of their simplicity, because of their adaptability to either crowded or sparsely settled parts of the community, as well as because the training includes the different parts of the body. An interesting and altogether unexpected result of this form of competition was seen even during the first year of the test. In the Borough of Queens, where this work was first put in operation, classes of boys frequently remained after school hours to practise running, the boys who were most competent acting as coaches or trainers of those who knew the least about it; showing them how to start, how to keep up speed during the whole of the run, and emphasizing the importance of continuing their utmost speed until the line had actually been crossed. This development of the better boys of the class, athletically, acting as coaches for the others, has resulted in welding the class together in a way that is most desirable from the social standpoint. In ordinary forms of athletics it is not the custom for boys to help each other, inasmuch as each depends for his victory not only upon his own strength, speed, and skill, but also on the lack of these qualities in his competitors. But in this form of athletics it was the average of the classes which determined the result.

These three events, as has been stated, can be performed almost anywhere. Some of the boys have cut off broomsticks and placed them in the upper parts of the doors in their own homes, so that they could practise out of school hours. Horizontal ladders placed in the basement of schools have afforded opportunities for very large numbers of boys to practise this

event. The running can be performed even on streets that are ordinarily crowded, if done at a time when traffic is slight. An interesting occurrence has demonstrated the attitude of the city officials toward this matter. A group of boys were practising running in the Borough of Brooklyn, and were arrested by the police. Together with the two teachers in charge they were taken to the police court. Upon the explanation to the chief of police by President Wingate, the general order was issued that boys should not be interfered with by police when practising running on the streets under the tutelage of their own teachers.

These two forms of athletics, the Athletic Badge test and the Class Athletics, are the least dramatic, but in many respects are the most important, activities of the Public Schools Athletic League, for they tend toward the development of those boys who need such athletic exercise the most. The ordinary forms of competition result in the additional training of the boys who are already most favored by heredity and environment. These forms, particularly the Class Athletics, depend upon raising the ability of the general average.

The official rules governing Class Athletics are as follows:

CLASS ATHLETICS

1908–1909

Athletics for All the Boys

In this form of athletics a record is made by the whole class instead of by an individual.

At least *80 per cent.* of the boys enrolled in the class must take part in order to have the record stand.

The number taking part must not be less than *eight.*

Trophies to be held one year will be awarded in *each Borough* by the Public Schools Athletic League to the 5th, 6th, 7th, and 8th year classes for the best *Class Records* made in each of the following events:

Standing broad jump, tested in the fall
Pull-up, or "chinning," " " winter
Running, " " spring

(Distances for running: 5th year, 40 yards; 6th year, 50 yards; 7th year, 60 yards; 8th year, 80 yards.)

Classes may be tested as follows:

STANDING BROAD JUMP.—The best record made in three trial jumps is taken for each boy. The class record is determined by adding the individual records and dividing the total by the number of boys competing. Jumping must be done from a line.

Many schools cannot have a "take-off" without considerable inconvenience.

PULL-UP.—Each boy must pull himself up until his chin is above the bar, then lower himself, extending his arms to their full length. His feet must not touch the floor during the test. The number of times that he pulls himself up is his record. The class record is found as in the broad jump.

RUNNING.—In order to lessen the possibility of error in timing the competitors, the following method has been adopted: The boys are lined up behind the starting mark in the order in which they are to run; the timer, who also acts as starter, stands at the finish line and gives the signal for each boy to start. As the first runner crosses the finish line the second runner is given the signal to start. As the last boy crosses the finish line the watch is stopped. The record is found by dividing the time elapsed by the number of boys competing. If an ordinary watch is used, the first boy should be started when the second hand is over the "60" mark.

Blanks will be furnished for reporting the tests, which are to be sent in as follows:

Standing broad jump, ...On or before Dec. 1
Pull-up,.....On or before April 1
Running.....On or before June 1

Each school is expected to conduct its own tests.

All boys are considered eligible for class athletics, subject to the approval of the principal.

When the records are all in, the three classes in each borough having the best records for their grade will be tested officially. If a record is then made better than any other record sent in, the trophy will be awarded to the class making it. If, however, the records made at the official test are lower than other reported records, the classes will be tested in order until a record is made at an official test that is higher than any other reported or official record.

The trophies are perpetual. They are in the form of a shield, with bronze plates for engraving the names of schools that win them from time to time. These trophies are offered for competition once each year. Each school winning a trophy will receive an engraved certificate as its permanent property.

This form of athletics is especially desirable, as it gives every boy an opportunity to take part, and the size of the school does not in any way affect the chances of winning a trophy.

The boys should practise by themselves in the yard, on the street, at home, or elsewhere, prior to the tests.

Frequent preliminary tests are recommended.

PUBLIC SCHOOLS ATHLETIC LEAGUE,
500 Park Avenue, New York City.

IN GENERAL

The other forms of athletic competition which have been carried on by the Public Schools Athletic League resemble very closely athletics as they are ordinarily known. There are, for example, baseball leagues. In one year one hundred and six baseball teams competed for the championship in New York City, in this one event alone. This, so far as we know, is the largest baseball league in existence. Regular athletic meets are conducted, including all of the regular events in track and field sports, running various distances, jumping, relay racing, putting the shot, and the like. Throwing the hammer has been omitted because of the danger involved in it. One of the most interesting developments has been the marksmanship competitions. Through the generosity of the treasurer, Mr. S. R. Guggenheim, and others, and the activity of the President, General George W. Wingate, there has been secured for each of the larger high schools one of the sub-target gun machines by which men learn how to shoot straight, without actually shooting. Competitions have been held between schools and records made which have been most creditable. President Roosevelt, Honorary Vice-President of our League, has shown his interest in the matter by writing a personal letter to the boy securing the highest average in this competition. Reports have been made to the Government showing scores which compare favorably with those of the National Guardsmen.

Public-spirited men have been generous in giving to the Public Schools Athletic League valuable and beautiful trophies which go to the school winning them for the year.

The distinctive feature of all the public school athletics has been the close alliance of this work with the general scholarship in the schools. Only those boys who are qualified by good standing in their classes have been eligible to compete. This has resulted greatly to the advantage of the schools and the boys in changing the type of school hero. In the old days it was too often the case that the over-age boy who attended school some of the time, in fact, the semi-truant, was the athletic hero. But under the present conditions this has been reversed, for only those boys who do well in their school work are eligible to enter the competitions and thus to secure the medals and the honors that come therewith.

It will be noticed that great care has been taken to adapt the events to the strength and endurance of the boys taking them. In the relay races and in the runs the smaller boys are never entered in events that demand that strain on the heart and lungs which should be undertaken only when growth is largely completed. It has also resulted in putting complete authority in the hands of the school principals. Before the organization of the Public Schools Athletic League, these athletics, while conducted in the name of the school, were in many cases entirely outside of the authority or even the knowledge of the principals or the school authorities. There were, for example, some schools in which the baseball team representing the school did not contain a single member who belonged to the school it assumed to represent. They were boys of the neighborhood, some of whom had formerly been connected with the school. The moral effects of such a condition were sufficiently serious to render the problem one of great difficulty as well as of importance. At the present time no boy can enter into any athletic event, whether given by the Public Schools Athletic League, or even by an outside athletic body, unless he has been approved by the principal of the school.

The origin and conduct and relationships of the league have been both significant and important. The Department of Physical Training in the public schools originally bore no relation to the athletics. It was concerned exclusively with those gymnastics which are carried on in school hours. Its primary object was to correct the sedentary effects of school life, and especially the effect of sitting too long at the school desk. There was then, and is as yet, no provision in the by-laws of the Board of Education looking to the control of these athletics. Under the leadership of General George W. Wingate, one of the active members of the Board of Education, a corporation was formed, which included not only the Superintendent of Schools, the President of the Board of Education, and others deeply interested in these questions of health and strength of New York boys, but also business men in the community, who, because of their interest in boys as such, and their ability to help financially, were able to form a body that welded the athletic interest into a homogeneous whole. This body at first bore no relation to the Board of Education.

Through the efforts of the President of the League, half a

million dollars was given by the Board of Estimate and Apportionment to the Board of Education for the purpose of furnishing athletic fields for boys. These fields have been purchased. Two of them are already equipped and are being operated by the Board of Education directly. They are located in different parts of the city, so as to be of the greatest advantage to the boys of the various sections. The purchase of the field immediately adjoining the Curtis High School, in the Borough of Richmond, the purchase of the Athletic Field in Brooklyn, the setting aside of a suitable field by the Park Department in Crotona Park, Borough of the Bronx, and the beautiful field on the East River in the Borough of Queens, which was purchased by the city, have done much to give the boys opportunity for those activities which are not only in themselves beneficial, but which tend to keep them from activities which are injurious.

The athletic badges were at first paid for by funds solicited from private citizens, but after the movement became so evidently important, this expense was assumed by the Board of Education. At first the entire direction of the work was supported by voluntary contributions, but at the present time provision has been made by the Board of Education for the employment of three men as inspectors and assistant inspectors of athletics, who attend to the general organization of these sports. So that the movement, while starting as a private and purely philanthropic endeavor, has already come to a considerable extent directly under the control of the Board of Education.

These results could not have been accomplished without the steady and enthusiastic support of the New York papers. In its initial endeavors the New York *American* was particularly active. Mr. Hearst himself donated a large number of valuable trophies, as well as aided directly in the furnishing of medals, and particularly in that discussion of the athletic sports which convinced the boys that this Athletic League was the best avenue through which to conduct their athletic activities.

Another significant and important contribution to the work was made by the New York *Sunday World*. Realizing the beginners were very loath to enter into competition with those who were already trained and successful in inter-school meets, this paper furnished the funds for giving to one hundred schools, during the past two years, complete sets of medals for an athletic meet. It is difficult for an individual school to secure the money

necessary for the carrying out of athletic contests, because the ordinary methods of securing money, namely, receipts from entrance to games, is in almost all cases impossible, the athletic fields being of necessity open to the public. The generosity of the *Sunday World* has obviated this difficulty. In these one hundred sets of games held this year by the individual schools not less than sixteen thousand boys took part. In some cases not less than 92 per cent. of the boys in the school who are eligible from the standpoint of age and scholarship standards have taken part. The *Globe* has not only provided trophies, but has given constant and enthusiastic support to the movement. The *Herald*, the *Times*, and other papers have detailed special reporters for part or all of their time; the Brooklyn *Eagle* has furnished badges for marksmanship, trophies for all-round competition, and has given many special articles to a discussion of the work undertaken. The Brooklyn *Citizen*, the New York *Evening Post*, the *Sun*, the *Tribune*, and in fact all of the metropolitan papers, have aided, both directly and indirectly, in the movement.

Again, the movement could not have been successful except for the coöperation of the school officials, the President of the Board of Education, the Superintendent of Schools, district superintendents, principals, and teachers. Many prominent citizens have allied themselves with the movement: such men as Frederic B. Pratt, Cleveland H. Dodge, S. R. Guggenheim, Andrew Carnegie, John S. Huyler, John R. Van Wormer, President John H. Finley, Rev. Dr. M. J. Lavelle, Harry Payne Whitney, William Thayer Brown, Darwin R. James, Jr., Judge Victor J. Dowling, and many others. Time, labor, and money have been generously given.

Most active coöperation has been given from the beginning by James E. Sullivan, Gustavus T. Kirby, Darwin R. James, Jr., and the officials of all the athletic clubs in New York City.

One of the prominent features, without which the League could not have succeeded at all, has been the earnest, continuous, and enthusiastic support of the principals and teachers. During the past year four hundred and eleven men have contributed their services toward helping their boys in athletics, during one or more hours per week after school hours. In the large proportion of cases this has resulted in that close alliance of teacher and pupil which is difficult to secure when the only relationship is that

maintained during school hours. The teachers have accompanied their boys to the meets, have encouraged them, have cheered them when victorious, and consoled them when defeated. While it is true that without the financial support of the business men of the city the League could not have been carried on at all during its early days, it is equally true that the support of the teachers was even more important. If these men who have volunteered their services had been paid for their time at the same rate at which they are paid for their other services, it would have amounted to a contribution several times over that which was contributed in actual money by our generous-minded citizens.

The colonels of the different regiments have been most generous in allowing the boys of the Public Schools Athletic League to use the armories for their athletic games. In this city, where athletic facilities are so few because of the congestion, it would hardly have been possible to carry out these varied activities without the official coöperation of these men.

An element that was as gratifying as it was unexpected has been the earnest coöperation of the women principals and teachers. In this city, as in all other American cities, women vastly predominate as teachers. In some cases schools have developed most successful athletics when there has not been a man, either as principal or teacher, in it. This was due to the intelligent activity of the women in authority.

We have heard a great deal during the past two or three years about the effeminizing tendency of women principals and teachers in our American schools. The great activity of the boys in athletics, even in schools where there were few, if any, men, indicates afresh that the presence of the genuinely womanly woman tends not so much to the effeminization of the boy, as it does toward the development of the genuine masculine qualities.

The serious question underlying this whole matter of athletic competition on the part of school boys has been constantly and carefully considered by the Board of Directors. The question is this: Is it desirable that boys who are already athletic, and who are by nature and heredity well developed and strong, should be brought into athletic competition? Should not the whole effort of the Athletic League be expended upon those who are not so fortunate?

The answer to this question is primarily from the social

standpoint. The chief work of the League, as has already been indicated by its emphasis on Class Athletics and the Athletic Badge test, is for the development of the average boy. It has been discovered that incentive toward participation in athletic sports is very largely taken away if inter-school games are not held, so that, from this standpoint, the development of those who are already superior athletically through public competition has its justification. There is, however, another reason which is equally important. In these days of great schools there is frequently little, if any, opportunity for the school as a whole to become conscious of itself. In most cases there is not a single room in the building which is large enough to admit of the whole school assembling. There is no one activity which engages all of the pupils so that they become aware of the school as such. The result is, in most of such cases, a lack of development of school spirit, of pride in and loyalty to the school. It has not infrequently happened that a school under such conditions, which did not have consciousness of itself, came to consciousness through its inter-school athletics; through its basket-ball team, its baseball teams, or its relay team. Thus these athletic sports were significant, not because they were athletics, but because they formed an objective center about which the school interest could develop. All were interested in the success of the school team; all would wear the school colors; all were jealous not merely of the victory of their team, but also of its attitude, of its pluck, of its honesty and courtesy. Athletics from this standpoint have their justification as socializing factors. The emphasis of the League upon fairness and courtesy is indicated by the following extract from the handbook:

ATHLETIC COURTESY

The League endeavors to foster clean sport between gentlemen. The following statements express the spirit to be sought and maintained in such sport. It is the privilege and duty of every committee and person connected with the League to embody these principles in his own actions and to earnestly advocate them before others:

(1) The rules of games are to be regarded as mutual agreements, the spirit or letter of which one should no sooner try to evade or break than one would any other agreement between gentlemen. The stealing of advantage in sport is to be regarded in the same way as stealing of any other kind.

(2) Visiting teams are to be honored guests of the home

team, and all their mutual relationships are to be governed by the spirit which is understood to guide in such relationships.

(3) No action is to be taken nor course of conduct pursued which would seem ungentlemanly or dishonorable if known to one's opponent or the public.

(4) No advantages are to be sought over others except those in which the game is understood to show superiority.

(5) Officers and opponents are to be regarded and treated as honest in intention. When opponents are evidently not gentlemen, and officers manifestly dishonest or incompetent, future relationships with them may be avoided.

(6) Decisions of officials are to be abided by, even when they seem unfair.

(7) Ungentlemanly or unfair means are not to be used even when they are used by opponents.

(8) Good points in others should be appreciated and suitable recognition given.

The general organization of the League is as follows: Each group of schools under a district superintendent has an athletic league with a special board for the management of athletics in that district. This is always with the coöperation of the District Superintendent of Schools. This board appoints a delegate to a general games committee for the elementary schools, which meets regularly once a month, and is in charge of all matters of inter-school athletics. Each high school principal nominates one of his teachers, who, with others similarly appointed, forms a high school games committee, which has charge of all inter-high-school athletic sports. Thus have been standardized all the elements of dissimilarity, and all the other matters which, before the organization of the Athletic League, were in various degrees of chaos.

These men have not been figureheads. They have genuinely done the work assigned to them, attended meetings, and made recommendations which have been carried out. Each of these committees, the elementary school games committee and the high school games committee, nominates a member of the Board of Directors. A general games committee also exists, of which Mr. James E. Sullivan is the efficient chairman. All matters of general policy, involving both elementary and high schools, come before this general games committee for decision and action. Matters of misunderstanding, or questions with reference to the conduct of games between both elementary or high schools, come before their representative committees, but matters of

amateur standing, and other questions of a similar nature, which involve general standards, come before the general games committee.

A full account of the various activities of the Public Schools Athletic League can be secured from the official handbook of the League.

The Board of Directors, by whom this work has been so successfully carried on, consists of the following gentlemen:

Gen. George W. Wingate
Dr. John H. Finley
Egerton L. Winthrop, Jr.
Rev. Dr. M. J. Lavelle
S. R. Guggenheim
Henry N. Tifft
John S. Huyler
Dr. William H. Maxwell
Harry Payne Whitney
Dr. Luther Halsey Gulick
William Thayer Brown
Darwin R. James, Jr.
Alfred H. Curtis
John F. Waters
G. Raymond Hall
Hon. Victor J. Dowling
Gustave Straubenmüller
Charles B. Stover
Edward Lauterbach
Dr. John T. Buchanan
Gustave T. Kirby
George T. Hepbron
James E. Sullivan
Dr. C. Ward Crampton
John R. Van Wormer
William H. Andrews
Edward W. Stitt
Charles W. Morse

THE GIRLS' BRANCH OF THE PUBLIC SCHOOLS ATHLETIC LEAGUE OF NEW YORK CITY

Dr. Luther H. Gulick

The problems involved in athletics for girls are far more difficult than are those that are involved in athletics for boys, because in connection with the latter there is a long history of experimentation which has demonstrated conclusively many important facts. Athletics for girls rest upon a relatively new and as yet to a large extent experimental basis.

The emphasis in the girls' athletic exercises is now placed chiefly upon those events in which classes or groups as a whole compete. The exploitation of the individual is generally avoided, both in the dancing and in the athletics. Throwing the basket ball for distance is the only event in which the individual appears as such. It is believed by the ladies who are

directing the work of the Girls' Branch that one of the most important lessons which the girls need to learn—and one for which but small opportunity is afforded them for learning—relates to the nature and advantage of coöperation, of team work.

During practically all of woman's history she has been primarily identified with the home, rather than with the community. Her identification with the community has been through her husband and her children. Hence it has been both necessary and inevitable that those qualities which depend upon such individualistic action should have been most developed. But in the new era which is already upon us, the same demands with reference to the larger movements of the community are being made upon woman as have been made upon man; yet the same opportunities are not being given to women for learning these lessons of coöperation. Boys have their team games, their gangs, whereby in a rough although effective way they learn the laws of united action in ways which hitherto have been closed to girls. These simple games, depending upon the coöperative endeavors of a group of individuals, are thus indicative of the newer movement that belongs to our century. The necessity for this work does not merely or mainly rest upon a demand for physical vigor, health, quickness, and skill which are developed by the exercises, but it rests fully as much upon the moral qualities involved in the team play. The social aim is thus quite as prominent as is the physical one.

These contests are arranged between classes in schools. They are not performed in public, but are carried on either in private or before an audience of the school, consisting of the parents and friends of the contestants. In the development of athletics for boys public competition has been a large factor. Whether or not it will ultimately become equally a factor in athletics for girls it is as yet too early to say, but the conviction is very strong among the Board of Directors of the Girls' Branch that the time has not yet arrived for the general public display of competitive athletic sports. Exception is made in such a case as the exhibition for the Playground Congress, because in no other way does it seem possible to adequately propagate the idea which is back of the movement. But even here it will be noted that school is not pitted against school. The intense rivalries and jealousies which are so often aroused by such com-

petitions, the exceeding exaltation of victory and the bitterness of public defeat, are avoided.

In the athletic sports exhibited, as well as in the folk dances which are characteristic of all the work done by the Girls' Branch, there are certain fundamental principles of selection. These are:

(1) All the individuals shall take part.

(2) No one individual shall be placed in such an important position as to render the others relatively subordinate.

(3) The exercises shall be of a measurably all-round character, involving not merely all parts of the body, but they shall develop the qualities of skill, quickness of perception, readiness to meet emergencies, and the like.

During the early days of the Girls' Branch experimental work was carried on along three lines—athletics, gymnastics, folk dancing; and a careful record was kept as to their utility. It soon became evident that of these three, the folk dancing was the most interesting; that by a judicious selection of dances a larger number of children could secure exercise in limited space and time than in either of the other forms of exercise; and that the folk dances afforded opportunity for coöperation with other activities of school and home in a way not afforded by either of the other activities.

Gymnastics as compared with athletics showed similar differences, except when in the hands of teachers having exceptional skill and enthusiasm; the athletics proved to be the more interesting. The daily gymnastics of the children in the schoolroom seemed to be measurably adequate for the accomplishment of the ends for which school gymnastics primarily exist, which are: to combat the effects of the sedentary life of the child and the effects upon posture of the school desk. Athletics, while they do not have in them those exercises that tend to correct the effects of the school desk, do primarily affect the vital functions of respiration, circulation, and digestion in a way that is most beneficial. Accordingly the work of the Girls' Branch has centered upon athletics and folk dancing.

FOLK DANCING

A study of the various dances used by the peoples in different parts of the world quickly revealed the fact that a large number of these dances were not suited to the objects sought by the

HIGHLAND FLING ON THE ROOF PLAYGROUND, PUBLIC SCHOOL 188, MANHATTAN

directors of the Girls' Branch. In some of the dances, for example, but few individuals are dancing at a time, the rest remaining still, thus involving a waste of time. An excellent example of this is the Virginia Reel, known also as Sir Roger de Coverly, a dance interesting in itself, excellent from the social standpoint, but lacking from the standpoint of physical exercise. Therefore, one of the first principles of selection was the picking out of those dances in which most of the individuals are active most of the time.

Then, again, some folk dances require for their performance more space than is commonly available in the gymnasium, the school basement, or the schoolyard. Thus space, as well as time, considerations are involved in the selection of each dance. Those dances are chosen which can be done by the largest number in the most limited space.

As far as possible dances have been selected which involve large movements of the body, arms, and limbs. This at once removes from the possibility of use such a large group of dances as that represented predominantly by the dances from Java, in which much of the work and symbolism is done by the forearm and wrist.

Another consideration is that the postures involved in the dances shall be graceful and such as do not tend in any way to the forming of habits of movement or posture which are disadvantageous from the standpoint of health. As an illustration of the dances that have been avoided on this score may be cited those Indian dances in which, for a considerable portion of the time, the body is bent forward, the individual dancing with bent knees and in a crouching position. While it has not been possible to avoid these positions altogether, no dances have been selected in which these postures are predominant.

Another most important consideration is that the dances shall be sufficiently simple, so that the children can learn them without an undue amount of training.

It has also been found necessary to avoid using a large number of folk dances because of their unsuitability from the emotional standpoint. For example, the love dances of the East, however beneficial they may be from the standpoint of the bodily movements involved, are entirely unsuited from the standpoint of their emotional content and their relation to the morals of our civilization.

It will thus be seen that the range of available folk dances

meeting these various conditions is comparatively small. While the Girls' Branch does teach folk dancing, it is not by any means an indiscriminate teaching of all the folk dances of all the peoples. The work consists only in the teaching of those folk dances which meet these physiological, moral, and social conditions.

In considering these various questions, the dangers of dancing, it is believed, have been largely met. It is recognized that there are many people who are not only fearful of dancing, but who see in it genuine evil. That to which these persons object is also objected to by those who have the management of the Girls' Branch. The experience of the last four years indicates clearly that the joyous freedom of these dances which are suitable from the various standpoints mentioned tends to minimize rather than to increase the dangers that were anticipated from the start. The attractiveness of the dance hall has been lessened for those who can have in school the beautiful old-world folk dances.

Another and an entirely different aspect of the case is also important. The parents of the children as they come to school and see their children taking part in these dances of the various races have come to feel that there are ties between themselves and their own children and the historic past of their own peoples, which formerly had been lacking. The children, on the other hand, who are doing the dances which their parents before them have done as children and as young people, coming to understand something of the meaning of these dances, have had interpreted to them, in a way which it is hardly possible to accomplish by any other means, their ancestral history. These dances constitute a real tie between the old and the new.

The conservative treatment that has been given to these folk dances has resulted in an almost entire absence of that criticism which is so commonly made against dancing. It was expected when the folk dancing was undertaken by the Girls' Branch that there would be a considerable body of conscientious people who would seriously object to it. But when the basis of selection of the dances was seen, and the fact was realized that the dancing was tied up with the school and the home life, that the dances were selected with reference to their suitability from the moral and social, as well as the physiological, standpoint, the critics have not merely refrained from criticizing, but they have joined those who were in support of the movement.

Dancing, like every other form of art, has its grave possibili-

ties of danger. The guidance of this movement in its early stages in New York in so markedly successful a way has been due not only to the wisdom of the Board of Directors of the Girls' Branch, but also to the fact that these Directors were ladies of such standing in the community as to warrant confidence that what they would advocate would be thoroughly judicious and conservative. The ladies constituting the first Board of Management are as follows:

Mrs. Richard Aldrich
Mrs. Archibald Alexander
Mrs. Francis M. Bacon, Jr.
Miss Jessie H. Bancroft
Miss Josephine Beiderhase
Mrs. Wm. C. Demorest
Mrs. George Dickson
Mrs. Cleveland H. Dodge
Miss Martha L. Draper
Mrs. Charles Fairchild
Mrs. Charles Farnsworth
Mrs. Daniel Guggenheim
Mrs. S. R. Guggenheim
Mrs. Edward G. Janeway
Miss Catherine S. Leverich
Mrs. John Bradley Lord
Mrs. Clarence H. Mackay
Mrs. Charles F. Naething
Mrs. Henry Parsons
Mrs. Henry Phipps
Miss Julia Richman
Mrs. Earl Sheffield
Mrs. Lorrilard Spencer
Mrs. James Speyer
Miss Margaret Stimson
Mrs. I. N. Phelps Stokes
Mrs. Felix Warburg
Miss Evangeline Whitney
Mrs. Egerton L. Winthrop

The first discussion as to the importance of learning those lessons of subordination of the individual and coöperation of the group was formulated by Miss Grace H. Dodge at the initial meeting of the organization.

The Girls' Branch, like the Public Schools Athletic League itself, was at first entirely a volunteer body, having no official relation to the Department of Education. It still exists in this position; but in the course of study as adopted by the Board of Education during the past winter many of the steps involved in the folk dances taught by the Girls' Branch are taught also in the grades. So the children come to the classes for folk dancing measurably prepared to take up the work systematically, without having to do the detailed introductory work which formerly was necessary. The steps of the folk dances which have been adopted as part of the course of study are optional, so that in any school where the principal or teachers prefer on any grounds to devote the entire time to formal gymnastics, they are at liberty to do so. In this way it has been possible to avoid

antagonizing those who have conscientious scruples against work of this kind.

The work has been carried on in the main through the grade teachers. It is obviously impossible for a private organization to furnish instructors for any large fraction of the 300,000 girls in the public schools of New York City. Accordingly, the policy was adopted of offering to the grade teachers instruction in these dances one hour per week, provided they in turn would teach the girls of their own classes or schools for an equal period of time. During the first year, which was largely experimental, about 200 girls were thus brought under instruction; during the second year something over 3,000, and during the year that has just closed over 7,000. This latter figure does not include the very much larger number of those who received instruction of a more or less similar nature in connection with their regular physical training courses.

It is also important to note that instruction in these folk dances has been adopted as a part of the physical training work in the high schools for girls of New York City.

Thus it will not be many years before a large part of the young people of the city will have had, through the schools, that instruction in folk dancing which has been the birthright of the children of practically all peoples of the earth, and which we in America alone have so far failed to include as a part of the heritage of the children.

The Girls' Branch was fortunate to secure the services of Miss Elizabeth Burchenal, whose skill in the selection of dances and whose enthusiasm as a teacher have been a large factor in the success of the movement. The coöperation of the Board of Education in this work is indicated not only by the adoption in the course of study of many of the steps which are a part of these folk dances, but also by the appointment of an Assistant Inspector of Athletics, who gives her whole time to the organization of this work.

The careful consideration which was given to this large group of problems is indicated by the following statement from the Girls' Branch and by the letters from the President of the Board of Education, the City Superintendent of Schools, and the President of the Public Schools Athletic League.

EXHIBITIONS OF FOLK DANCING AND ATHLETIC COMPETITIONS

Recommendations of the Girls' Branch of the Public Schools Athletic League

In the development of the good which we see in the physical exercise for girls, including folk dancing and athletics, we recognize that there are certain real dangers, and our problem is to secure the good results without fostering the evil possibilities. We believe that the danger may be avoided at least in a great measure by the following steps:

1. By having the folk dancing for school and social purposes only. It does not seem to us wise to cultivate in the girls the idea that they can make money by exhibiting their dancing. We do think that the exhibition of the folk dancing at the schools at the parents' meetings, at meetings where the friends of the girls are invited, at school functions, to be not only desirable but useful; but we feel so strongly that when such exhibitions form part of pay entertainments, the idea of the stage is introduced and becomes sufficiently prominent to make us see that it would be better to eliminate these dances entirely, rather than cultivate this idea.

2. By having the work of such nature that it can be done by large classes, for the exhibition of one or even a few girls in special work, leans in the same way toward the stage. We feel strongly that this idea should not be the trend of our work.

3. In the folk dances the use of the national costumes of the country from which the dance is taken adds to its beauty, but we believe it would be better that such costumes should not be used. If paid for by the girls themselves they would introduce a social class distinction between those who could afford to buy them and those who could not, which would be unfortunate; if paid for by the teachers they would make a further demand on their resources, which we think would be equally unfortunate and which is far from our wish. The chief artistic element in the costume is that of unity, giving to all the members of a class that impression of homogeneity which is one of the basal principles of art. This can be accomplished by the use of some simple decoration, such as a uniform colored ribbon in the hair, a sash, a scarf, or the like, which might be cheesecloth or some other inexpensive material, so as not to be a burden of expense to any girl.

The use of the costumes also tends to make the folk dancing more of an exhibition than what it really is—a form of physical exercise. Whenever possible, it is desirable that the girls wear bloomers and suitable shoes which allow greater freedom in exercising.

4. From the first we have clearly realized and tried to guard against the notoriety which is one of the serious dangers of athletics. We believe firmly in wholesome exercise and in a reasonable degree of competition, but wish to avoid that notoriety which would be inevitably attendant upon inter-school games. We believe that all the exercise of spirit of competition that are desirable can be secured by games between teams within the classes and between the classes within the same school. Therefore, we deplore all competition of basket ball and other games of a similar nature between teams from separate schools, but this, of course, would not interfere in any way with the meeting together for social purposes and in the participation in friendly sport of pupils from different schools when under the auspices of their own teachers or parents.

Signed:

Committee on Recommendations.

Catharine S. Leverich, Pres.
Grace H. Dodge.
Martha Lincoln Draper.
Laura Drake Gill.
Annie W. S. Low.
Kathryn Mackay.
Fannie Griscom Parsons.
Caroline S. Spencer.
Ellin P. Speyer.
Edith M. Phelps Stokes.
Emmeline Winthrop.
Jessie H. Bancroft.
Julia Richman.

BOARD OF EDUCATION.
Park Avenue and Fifty-ninth Street.

NEW YORK, May 9, 1907.

MISS CATHARINE S. LEVERICH,
President, Girls' Branch, Public Schools Athletic League.

Dear Madam: While I have been greatly interested in the work of the Girls' Branch of the Public Schools Athletic League, I have been afraid that there might be danger in some cases of the instructions in folk dancing resulting in directing the attention of the children to performing in public and to stage dancing.

The recommendations of the Girls' Branch, which I have just read, seems to me therefore most judicious, and I trust will be generally followed.

Very truly yours,

EGERTON L. WINTHROP, JR.,
President Board of Education.

DEPARTMENT OF EDUCATION, THE CITY OF NEW YORK.
OFFICE OF THE CITY SUPERINTENDENT OF SCHOOLS.
500 Park Avenue.

May 20, 1907.

MISS CATHARINE S. LEVERICH,
President, Girls' Branch, Public Schools Athletic League.

Dear Madam: I have read with care the suggestion it is proposed to send, under the auspices of the Public Schools Athletic League, to principals of schools with regard to exhibitions in folk dancing.

I most heartily endorse every recommendation made in this communication. The communication is returned.

Very truly yours,
WILLIAM H. MAXWELL,
City Superintendent.

PUBLIC SCHOOLS ATHLETIC LEAGUE OF THE CITY OF NEW YORK.
20 Nassau Street.

NEW YORK, May 15, 1907.

MISS CATHARINE S. LEVERICH,
500 Park Avenue, New York City.

My Dear Miss Leverich: I have carefully considered the recommendations of the Girls' Branch of the Public Schools Athletic League which you forwarded to me in your letter of the 14th inst.

In a matter of this kind I should allow my judgment to be controlled by that of ladies such as those which compose your Executive Committee, as I think they are more competent than any man can be to determine what is best for the girls. The suggestion of your committee that costumes should not be used, except some simple decoration to secure uniformity; that exhibition should not be given in large classes, and that the exhibition should be made as a form of physical exercise, rather than an exhibition of dancing, has my decided approval.

Very truly yours,
GEORGE W. WINGATE,
President Public Schools Athletic League.

The rules governing the elementary school inter-class athletic competitions are as follows:

RULES COVERING ELEMENTARY SCHOOL INTER-CLASS ATHLETIC COMPETITIONS FOR TROPHIES OFFERED BY THE GIRLS' BRANCH OF THE PUBLIC SCHOOLS ATHLETIC LEAGUE

Eligibility.—For admission to after-school athletic practice every girl must be satisfactory to her principal in effort, deportment, and proficiency.

In order to take part in an inter-class competition every girl must have attended school for one month, and must have received a mark of at least "B" for the month previous in proficiency, and "A" in effort and deportment.

Events.—Competitions shall include the following events: Dancing, Shuttle Relay, Pass Ball Relay, All-Up Relay, and Throwing the Basket-Ball for Distance.

Each event shall be a class event. There will be no individual events.

Dancing.—Each competing class shall have, besides its own particular dance, another which all classes have in common. After each class has given its own dance, all classes shall give the common dance together so that the merit of their dancing may be compared. It is not necessary to have an even number of girls in each class for the dancing. Each dance shall be judged on three points:

1. Memory.....Possible 10 points
2. Form and grace .....Possible 10 points
3. Spirit.....Possible 10 points

This makes a maximum of 60 points, which it is possible for a class to win on its two dances. Instead of awarding the usual number of points for first, second, and third places, the total number of points won by each class in dancing is credited to them.

No special costume other than a gymnasium suit shall be used. The element of unity may be supplied by uniform colored ribbon in the hair, a sash, a chest band, or the like of some inexpensive material, so as not to be a burden of expense to any girl.

Relays.—In all relays an even number in the competing team is necessary. The start is given by three signals:

1. "On your mark" (one foot forward on the starting line).
2. "Get ready" (poise forward).
3. "Go."

It is desirable that each entire class should run as one team. In the Shuttle and All-Up Relays, if the number exceeds sixteen (16), each class may run a trial heat to pick its quickest half to represent the class in the final race. In these two events, the "touching off" is done with the hands, and each girl must *stand* till touched. If any girl crosses the starting line before being touched, her team has made a foul, and is counted out of the race unless the other competing teams have made an equal number of fouls, in which case first, second, and third places are awarded as if no fouls had been made.

At the discretion of the senior judges a race may be run a second time.

Shuttle Relay.—In the Shuttle Relay each competing team is divided in two parts, which line up in single file, facing each other back of the starting lines, drawn at opposite ends of the running space.

When the competing teams are arranged in this way, the start is made at the usual signal by No. 1 of each team, who runs forward, touches off No. 2 at the opposite end. No. 2 runs forward to touch off No. 3, and so on until all have been touched off, when the last girl dashes forward over the finish line. Each girl after touching off the next one has finished her part of the race, should quickly leave the running space and remain out of the way of the remaining runners.

Pass-ball Relay.—The competing teams line up side by side back of the finish line, each team in a single file. At the signal "On your mark," No. 1 of each team toes the line with both feet, and the rest of the team close up forward as far as possible without touching, at the same time straightening her line. At the signal "Get ready," No. 1 raises the ball overhead and all hands are raised. The ball shall not be touched by any other girl until the word "Go," when it shall be passed back from hand to hand overhead as rapidly as possible. If the ball is dropped before it reaches the end of the line, the girl immediately back of the last girl who touched the ball shall leave the line, pick up the ball, return to and start it back from the point where it left the line. When it reaches the last girl, it is carried forward by her around a given mark at the opposite end of the running space and handed, not thrown, to the girl at the end of the team, who passes it back as before. The girl who has just run places herself at the head of the team, toeing the mark. This is continued until the girl who was originally No. 1 is at the end of the team. When the ball reaches her, she runs forward around the given mark, as did the others, and finishes in a dash over the finish line.

All-up Relay.—The team shall line up as in Pass Ball. Opposite each team at the end of the running space shall be two circles, three feet in diameter, side by side and tangent to each other. In one of these stand three Indian clubs. The start is made by No. 1 of each team, who runs forward and using one hand only, places the clubs, one at a time, so they stand in the other circle. When this is done, she calls "All-Up," and running back, touches off the girl who is then standing first in the line. If any of the clubs fall after she has left them, she must return and set them up again before she may touch off the next runner. The girl who has just run has completed her part of the race and should leave the running space. This is repeated by each girl in the team until all have been touched off, when the last girl, after changing the clubs as did the others, finishes in a dash over the finish line. The use of more than one hand in changing the clubs constitutes a foul.

Basket-ball Throw.—In this event it is not necessary to have an even number of girls in the competing teams, as the class average may be taken.

The girls of each team shall throw in rapid succession, each

girl having but one trial, unless the ball should strike some obstacle before touching the ground, when another trial is allowed.

A six-foot circle with a heavy line across its center shall be drawn at one end of the throwing space. The thrower toes this line, and in completing her throw she shall not fall or step forward over the line of the circle in front of her. If this is done, her throw shall not be recorded, and the number of girls in her team shall be counted as one less.

The throwing space shall be divided by three cross lines measuring from the front of the circle as follows:

12 feet, 18 feet, 27 feet (for girls below the 7th year).
15 feet, 21 feet, 31 feet (for 7th and 8th-year girls).

For each throw to the 15 feet (12 feet) or any point between it and the next line, a class scores 1 point; to the 21 feet (18 feet), or between it and the next, 3 points; to the 31 feet (27 feet), or beyond, 5 points.

The class averaging (if the numbers are not even) or adding the largest score shall win first place in the event. It is well to have at least two classes throwing at once, so that time may be saved.

Rules Governing High School Inter-class Athletic Championships

Eligibility.—Every girl taking part in any event of this League must be in good standing both in deportment and in scholarship, including work in physical training.

No entry shall be accepted unless approved of by the principal.

No entry shall be accepted without a physician's certificate of physical fitness.

No girl who plays basket ball or takes part in athletic competitions outside of school, unless under the auspices of the Girls' Branch of the Public Schools Athletic League, shall be eligible to represent her class.

No girl who has represented any outside organization or taken part in any inter-school competition shall be eligible to compete in any event of this League, until twenty school weeks have elapsed from the time of such competition.

Girls taking part in any unsanctioned events render themselves liable to suspension.

Basket ball.—High School Basket-ball Championships will be decided in the several schools by series of games, whereby each class will play every other class entered in the School Championships.

Spalding's Official Rules for Women will govern contests.

All games shall be under the direction of an instructor (preferably physical training instructor) appointed by the principal.

This instructor shall also represent the school in the High School Basket-ball Committee of the Girls' Branch.

Each class will give its list of players with two substitutes, signed by the principal to the instructor in charge of the games, who will arrange the schedule.

The games will be played in the school building, except in case there is no suitable space. In this case another space may be secured, only on the consent and approval of the principal.

Officials for the games shall be members of the Basket-ball committee, or persons approved of by the Committee and the principal.

The ball to be used in all match games shall be Spalding's official basket ball.

The Basket-ball Committee shall be composed of one instructor from each of the several high schools of the League, appointed by their principals.

All questions should be referred to the Basket-ball Committee of the Girls' Branch of the Public Schools Athletic League, 500 Park Avenue.

FOLK AND NATIONAL DANCES

Dr. Luther H. Gulick

The exhibition of folk and national dances given in Van Cortlandt Park consisted of two parts, one being presented by the children and the other by adults. This division was necessary because many of the children came from a long distance, and hence it was necessary for them to complete their part of the program early, so as to enable them to reach their homes at an early hour. The program presented by the children consisted of folk dances; that presented by the adults consisted of national dances.

This distinction between folk dances and national dances is similar to the distinction between folk music and the various national anthems. Each great people has its characteristic folk music. These characteristics are more fully worked out and presented in more adequate form by the national anthems. It is difficult to trace the origin of the folk music; so also with the folk dances. They have grown up, gradually embodying in themselves the racial characteristics not only of movement, but representing the race ideas in symbolic form, just as does the

folk music. The national anthems represent the same *motifs* elaborated under the genius of trained artists. The folk dances of a people vary in detail with every group that employs them, just as does the folk music. The national anthems and the national dances have, however, far more elaborate and uniform expression.

The social value of encouraging the beautiful dances of the people who come to America cannot be overestimated. These dances should be preserved, not only to keep alive the charm and grace of the people themselves, but because America needs—and needs greatly—just this contribution.

The children who took part were selected from the neighborhoods of the different colonies, and they gave the folk dances of these various nationalities. The older groups represented in part the citizens of foreign birth who cherish their native customs and are glad, in thus presenting their dances, to aid in their preservation.

While it is true that the significance of the exhibition did not lie in the special symbolism of any dance or in its historic origin, still it is interesting to note some of these meanings. Difficult as it is to trace the source of folk music, it is still more arduous to trace that of the folk dances, for music has had contributed to it far more of scholarly study than has as yet been given to dancing.

The two Italian dances presented, the Tarantella by the adults and the Saltarella by the children, well illustrate the vivacity and grace of the Italian people. The story is told that the Tarantella had its origin in the desire of the peasants of Italy to free themselves from the poison of the bite of the tarantula. It is probable, of course, that this is purely symbolic, for the dance itself expresses the spirit of joyousness in the extreme. The story, however, is that from the very great exertions of this dance a high degree of perspiration would inevitably be produced, and that by this perspiration the poison from the bite of the tarantula would be excreted. This does not account at all for the specific form which the dance takes. The Saltarella probably had its origin in the fifteenth or sixteenth century, having been then one of the most popular of the dances of the Roman court.

The Hungarian national dance, known as the Czardas or czardash or zardas, includes the assembling of the peasants to

THE TARANTELLA (ITALIAN) AT VAN CORTLANDT PARK, NEW YORK

dance and also to sing. It is thus really a song and a dance. The dance expresses the passionate intensity of the Hungarian people, the gesticulations and attitudes all being combined so as to advance from a slow measured tempo to the most rapid passages, which they call the "Fris".

The Tyrolienne takes its name from the Austrian province in which it was first known. It is performed by both boys and girls with the characteristic "jodler" and "landler" of the country youth. This dance is performed on practically all public occasions.

The Manchegas is one of the favorite Spanish folk dances, sprightly in form and motion, but lacking the finish and completed art form of the national dance, the Cachucha.

The Minuet is known in modern times more because of the music which was composed to accompany the dance than because of our acquaintance with the dance itself. It had its origin in France, probably about 1650.

The Polish dance, Mazur, was derived from the name of the people who inhabit the province of Mazovia. It is the beloved dance of the Polish people, but is also practised in all parts of Europe, even finding its way into the most aristocratic circles of Paris. It is, however, essentially a dance of the people.

The Cracoviak derives its name from the principal city of Galizia, Cracow, and is the national dance of the Polish people.

The Russian dances are so many of them characterized by large movements of the body, such as complete flexion of the knees, holding the back erect, and then springing into the air, that they are said to represent the spirit of the Russian people, which, while it soars to heaven, secures for itself power and vitality from the earth.

The Scottish Reel exhibits contrasts in essential respects with the dances of other peoples. The movements are more "definite" in a gymnastic sense. Economy of movement is everywhere evident. The contrast between the Scottish Reel and any one of the great Russian or Spanish dances gives a kind of insight into race psychology which is not revealed in any other way. The carefully regulated joy of the Scottish, their canniness, their consideration of each step before taking it, are in evident and extreme contrast to the abandon of the Russian dance, on the one hand, while, on the other, their vigor and

definiteness of movement contrast them clearly with the dances of such people as the Spaniards in their Cachucha.

The dances presented by the adults represented the nationalities to which they themselves belonged. Their presentation here is a contribution to American life and spirit, not less significant than is the economic contribution. In the past we have recognized the contributions of the various peoples from the economic standpoint, but have hitherto not recognized this contribution of an æsthetic character.

We all, young and old alike, look forward to the "occasion". It is not enough that the boy should graduate from college. There must be the commencement exercises, the stately procession, the caps and gowns, the music which expresses in its rhythm the work which has been done and the hope which lies ahead, because of that which has already been accomplished.

These school commencements are significant. They enter deep down into the very meaning of education itself. This as yet has not been adequately recognized in the activities of the playground. It is not enough that the children shall come together and shall play, shall exercise, shall strengthen their bodies and discipline their moral natures by the demands of team play, folk dancing, and the like. There needs be also the "occasion", the recognition of completion and starting afresh, the marking of epochs. It is not an exception that the physical training in schools which is carried on merely as a thing in itself is done in an entirely different way than are perhaps the selfsame activities when they are being performed with reference to their presentation on an "occasion". It is not enough to say of a display of dancing that it is merely a show, a display to please the audience. It is the presentation of the completed whole. The knowledge that it is to come helps to hold the individual to the work in hand, helps to bind him in loyalty to others.

In the baseball team the boy who will not practise not only hurts himself, but hurts the team, and so is held by the team as a whole to the performance of that work which all have undertaken. So it is in the preparation of an "occasion". It may be the school occasion, some national celebration, or the playground occasion, but, whatever it is, it must be the whole that is kept in mind, and it is the whole that controls the individual.

The playground "occasion", when parents and friends and brothers and sisters all come and take part, even as spectators,

THE BABORAK (BOHEMIAN) BY A GROUP OF PLAYGROUND GIRLS. SECOND PLAYGROUND CONGRESS

constitutes one of the great factors toward the maintenance of steadiness and solidity of character.

The question is frequently asked, and justly: What place have these folk dances and games in the playground movement? If the playground movement represented merely the opportunity to the poorer children in the congested districts, the dances would have to be discussed exclusively from the standpoint of the exercise involved. Their suitability to the playground movement, however, from the emotional standpoint, as has already been discussed in the girls' work of the Public Schools Athletic League, represents a much larger idea than that which has just been indicated. It is a movement needed as much by those who have already won economic success as by those who are on the borderland and are still struggling for it. It is needed as much by those who live under the relatively isolated conditions of rural communities as by those in the congested districts of our American cities.

It is not enough to say that these plays and dances are a safety-valve, are of moral value in that they afford an opportunity for the innocent expenditure of joyous energy. They constitute, we believe, a positive moral force, a social agency, having had in the past and are destined to have in the future a great function in welding into a unified whole those whose conditions and occupation are exceedingly diverse.

The nations of the world have succeeded or failed not merely or mainly because of economic reasons. Moral and æsthetic considerations have been of equal importance. The recognition of the national dances of the various peoples not only helps the child of the stranger to sympathetically understand his own ancestral setting, but helps him also to express himself in his own relation to the new world. So our playgrounds, while they have need of gymnastic exercises, have also need of the folk dances and games.

It is possible by means of gymnastic exercise to develop all the muscles of the body, to secure all that physiological benefit which can be derived from folk dances. But there is the same difference between the performance of muscular movements for the mere sake of exercise, and that dancing which expresses an idea, a set of feelings, a social whole, as there is between incoherent shouting which exercises the vocal cords and the lungs, and the intelligent speaking or singing which portrays the soul itself.

The development of folk dancing as an art form may be easily paralleled with the development of design, although in the development of design we have a far larger amount of historic material available from which to construct the story. Of course, design—like every other form of art—has arisen in many different ways. The following, however, appears to be one of the most definitely established origins.

When in moments of leisure the early man began decorating his baskets and pottery with figures illustrating events in the chase, in hunting, or in fighting, he had presented to him a very different problem than when he had the wide expanse of the cliff or cave upon which to put his figures, because the space available for the design on the basket or pottery was both limited and definite. Accordingly, there gradually arose the use of symbolic figures which would stand for series of events. The border itself was considered. This compression of the story into a definite space was a limitation which confronted every representation of an occasion into an art product having symbolic form.

In a similar way it is believed that many of the folk dances arose. These dances symbolized the sowing of the grain in the spring, the reaping of the harvest, the pursuit of the enemy, the successful hunt, the middle age sermon. In fact, any or all of the chief events of human experience, were told not merely in words, but were accompanied by gesture and bodily expression.

The necessity of compressing events which covered long periods of time into short periods that were available for the telling of the story, did for the narrative dances exactly what the space limitation did for the design; it compelled the use of symbolic gesture in bodily movement, covering groups of activities and sets of feeling. These stories, told both by the body and word of mouth, were repeated by the various peasants through the countless ages of man's early history, until they gradually developed coherency and uniformity, each one of its own kind, the most effective form of presentation being that which would survive, as was true in the case of the folk music. Each folk dance represents, then, a long history of human activity embodied in a specific art form.

The saying was already old when quoted by Juvenal, referring to the sound mind in the sound body. It is only, however, during the past few years that the basis of neurology has been

established which permits of any coherent account of the way in which these bodily movements of the folk dance type aid toward wholesome thinking.

. We are told that thinking is developed out of action, not merely action in general, but those activities that have been useful for the preservation of the race. Thus, physical training has been gradually modified to emphasize not merely all possible combinations of bodily movement, but those neurological combinations upon which intelligence rests. This may be one of the reasons for the success of that education which we believe was one of the main factors in producing the most brilliant epoch in the world's history, namely, that of Greece. Dancing then was regarded as one of the three fundamentals of education. It was not merely or mainly that the body was trained for strength, for agility, flexibility, and endurance by these dances, but that the neurological basis for wholesome thinking was thereby laid—that neurological basis upon which rests the practical coöperation of body and mind in those combinations in which man's success has been won.

This also gives us the reason why the old dances are significant from the standpoint of education, as are not dances which have been produced merely to gratify the impulse toward the beautiful and rhythmical movements. Such dances are non-symbolic. They do not represent the racially old, neurological coördinations. Folk dances give to the individual the racially old inheritance upon which wholesome thinking, as well as wholesome feeling, rests. It is not enough that people should think wholesomely and straight. It is equally important that their feeling shall be wholesome and normal.

These old dances have been selected with reference to the wholesomeness of the instinct feelings which they represent, affording to the individual in a large degree the opportunity for the expression of those feelings of joy, of triumph, and of vigor which are the heritage of the ages.

It is not only by chance that the folk and national dances are taken part in by children and adults with joy and enthusiasm, as contrasted with their feelings on taking exercise for the sake of the benefit to be derived from it. The manipulation of weights, the lonely walk for the purpose of personal health, ignore entirely this old racial setting of feeling and expression. We need, then, these old dances fully as much that they may

give the individual avenues for the wholesome expression of good feeling, as we do because they constitute in themselves excellent physiological exercise.

The national and folk dances, while interesting as a spectacle, have not been prepared and are not given primarily because of the immediate interest or beauty that may attach to them. Behind it all there lies the conviction that we in America have so far largely failed to appreciate the significance of the fête, or festival. For example, the few holidays that we already have are celebrated in ways which not only largely fail to accomplish the objects for which they were set aside, but which are in themselves a menace, and, as in the case of the Fourth of July, a positive evil from many standpoints.

It is reported from apparently trustworthy sources that more persons have been sacrificed in celebrating the Fourth of July than were fatally injured in the War of Independence itself. The following table, taken from the Chicago *Tribune's* record of the last ten years, is significant:

	Dead.	Injured.
1908	72	2,736
1907	58	3,897
1906	51	3,551
1905	59	3,169
1904	58	3,049
1903	52	3,665
1902	31	2,796
1901	35	1,803
1900	59	2,767
1899	33	1,742

And again, quoting from the *Journal of the American Medical Association*, we have the following table of cases of lockjaw that have lately resulted:

	Deaths.	Cases.
1907	164	4,249
1906	158	5,308
1905	182	2,992
1904	183	3,986
1903	182	3,983

We are in a unique sense a cosmopolitan people. The following figures indicate the percentage of population of foreign parentage in some of our leading cities:

Boston	71.1
Chicago	77.2
Cleveland	75.4
Milwaukee	82.7
New York	76.6
San Francisco	70.4

We have welcomed the influx of the peoples of the world coming to us and carrying the burden of our work. We have failed to recognize or help them to retain those national or racial customs which are necessary to a wholesome people. We have failed to see that the maintenance of habits and traditions of joy and happiness are no less important for normal life than are habits of thrift and wholesome work. This bringing together of some of the different elements of our cosmopolitan population as such, each exhibiting to the others and to us those characteristic national dances which have grown up during the course of ages, affords a nucleus around which there may develop anew, here in America, the growth of the power to celebrate together. It is not enough to set aside a day of thanksgiving, and to provide ourselves with turkeys and mince pies as the emblems of the occasion. We all need to acquire the spirit and to learn the methods of celebration, methods that shall express in adequate symbolic form the immediate occasion.

Our poverty in this direction is indicated by the inadequacy of expression in our people when they come together for some special occasion, as, for example, in New York City after a state or national election. There are fireworks, but for most of us there remains nothing to do but to parade the streets in a hopeless tangle and chaos of people. We have few and inadequate social forms by which to express our feelings.

One of the most keenly sought-for enjoyments of those who visit the old countries is to watch the people on their holidays, holidays that are marked by the national dances, which are the most common form of art available to all the people. And yet we ourselves here in America have the same elements, the same human feelings demanding expression, the same occasion demanding adequate celebration, but no form of social habits which enables us to give suitable expression to them.

During the past two or three years, however, several most important steps have been taken. At Springfield, Massachusetts, the Fourth of July, Independence Day, was celebrated by the

city as such. A strong committee developed a plan which gave opportunity for the participation and self-revelation of all the various elements of the city. Great processions marched, including the children from the public schools, representatives in costume of practically all the national groups in that city, each showing in some dramatic form either its own ancestral history, or some special contribution which that people had made to the world or to American life. Athletic games held in various parts of the city gave such opportunity for the expression of the city's feeling as the mere exhibition of fireworks and discharges of firearms have never done. Each nationality felt that its own contribution to the city was recognized. Rowdyism was at a discount.

In Chicago a great play festival has been held, in which large groups from the various peoples of that city came together, each giving its dances, expressing the ties with its own past, as well as uniting with the other citizens in their civic unity.

We have recognized the necessity of play for children. But the play spirit demands its recognition throughout life. The immigrants coming to this country have been made to feel that their past was not wanted. The smart young American, not understanding the traditions of the country from which his parents came, has failed to understand these national and folk dances, that with their historic traditions help greatly to tie the individual in the community to that which is wholesome in the past, as well as to express that which is necessary in the present.

The need of developing a new country has taught us the necessity of work. We have yet to learn the place of play and recreation,—not as individuals, but as social units,—for we do not live as individuals, but as parts of a social whole. These activities, these folk dances and games, in which large numbers partake, afford one of the few avenues which exist for the expression of mass feeling. The spirit of unity has developed as much by these exhibitions of common feeling as it has by the mere fact of working together. The fact that large numbers of individuals are co-workers in some industry or factory may instil a kind of unity or sympathy among them, but getting together on an occasion of freedom and expressing their joy in a dance which symbolizes the occasion operates far more effectively in bringing about this consciousness of the whole.

A few years ago, at the instigation of a strong committee,

THE HARVEST DANCE AT THE PLAYGROUND, VAN CORTLANDT PARK, SEPTEMBER 12, 1908

the Greeks of this city presented "Ajax" as an old Greek play. The effect upon the Grecian workers of New York was astonishing. They came to be conscious of themselves as a people. It was not so much the performance done for the enjoyment of others, as it was their own recognition of each other, of their own historic past, and of its tie with the present.

During the last two or three years many of our cities and states have instituted what have been called "home weeks". This has been a more or less unconscious feeling-out for some means of developing social consciousness.

It is not by chance that the peoples of the world have developed their dances and their other means of celebrating occasions. We in America need these, for we are built of the same stuff as are the other peoples of the world. It is not entertainment that is the primary aim. That has its place. To sit in a hall and see represented on a stage that which is stirring, humorous, or tragic, has its legitimate and well-recognized place, but it does not in any way meet the need which we all possess, of community action.

The time will surely come when each city will have developed its own celebrations—when those holidays which belong to all in common shall have acquired art form in which they may be expressed.

THE NEWARK, N. J., PLAYGROUNDS

Mr. Randall D. Warden

The city of Newark, N. J., has a population of a little over 300,000 and maintains seventeen school playgrounds. These are under the control of the Board of Education.

Essex County, in which Newark is located, has a Park Commission which maintains playfields and outdoor gymnasiums in each of five public parks of the city.

Newark also has a Playground Commission, appointed by the Mayor, which at present maintains two city playgrounds in districts where they can be of greatest service.

Eleven years ago the Newark Educational Association, an organization of public-spirited women interested in civic reforms, undertook the establishment of city playgrounds. In 1899 this

association obtained an appropriation by the Common Council of $1,000. It opened six playgrounds, mostly in connection with schools. For three years this association received an annual appropriation from the Common Council to keep up its work. This association recommended from time to time that the Board of Education should assume the management of the playgrounds, which were, therefore, taken over by the Board in 1902. Under the new control the playgrounds rapidly advanced in efficiency and usefulness, receiving each year larger and larger appropriations. Under the Educational Association twenty-six women had been employed as playground instructors. The Board of Education placed a skilled supervisor over the playgrounds and at once began to exercise great care in the selection of teachers. Only those who were thoroughly qualified were eligible. The equipment of playgrounds had at first been meager and inadequate, so that it became necessary for the Board to spend larger sums every year.

The teaching force having been reorganized, it became necessary to better the inside conditions of the playgrounds. Directors were instructed to make out programs suitable for the particular needs of their districts. These they were required to adhere to closely. In this way the supervisor was enabled to remove such objectionable features as that of teachers standing around in quiet corners giving but perfunctory attention to the children. Industrial work was introduced as a part of the playground training. Raffia and yarn work, sewing, weaving, cardboard construction, and paper folding were included in the daily routine. At first a sand pile had been the only means of amusement provided for small children, but now the kindergartens in the school buildings were thrown open, a teacher placed in charge, and the little ones had their round of pleasures in the quiet shelter of the kindergarten room. Here they were given peg boards, paste and scissors, colored sticks, and all the gifts of the Froebel system. Here the games of the circle, which are such a delight to the little child, were taught and played.

Next the larger girls, too large to play in the kindergarten, too mature to play in the yard, had to be interested in a line of activity which would not only be amusing, but of educational value. The supervisor had heard of Miss Huntington and her kitchen gardening, and in one of the local churches he found and studied the kitchen-gardening equipment. The result was that

kitchen gardening was introduced into Newark playgrounds the following season. The equipment was made up of larger and more practical utensils than the usual toy ones, and this branch of training sprang into instant popularity among the larger girls. Girls who were unable, on account of home duties, to spend the entire afternoon at the playground, came in a spare hour to learn the best methods of folding clothes, ironing, setting the table, washing dishes, building fires, and sweeping.

The next innovation was the introduction of a library and quiet game room. In many districts children have few opportunities in their own homes for reading books. They live at a considerable distance from the library and reading matter is not obtainable. By coöperation with the library, cases of books are sent to the different playgrounds and are given to those pupils who desire to sit quietly and read.

Gymnastics and athletics are regularly taught. At the beginning of the season the supervisor holds meetings with the teachers, assigning regular drills which are to be taught during the term. Drills with wands, Indian clubs, flags, free hand, and marching are used as physical training and disciplinary exercises.

For three years gymnastic dances and folk dancing have been a prominent feature. Dancing is very popular with both boys and girls. This year a special teacher was appointed to instruct in folk dancing. The dancing is taught in the assembly room or in the kindergarten of the school, where pianos may be had to furnish the accompaniment.

The organization of military companies has been attempted during the past season. Considerable success has attended this venture. About sixty boys have been drilling daily, and their interest has been heightened by the fact that they have had real guns to use, these guns being lent by a local organization glad to help along this kind of training.

The discussion of play has been left for the end, because while play is the *raison d'être* of the playground, it is the one activity most difficult to handle. The introduction of playground courses in normal schools of physical training is the only solution to this problem. The Board of Education has placed at the disposal of the playground teachers books on games, and has used many other means of introducing a variety of games in the playground; but the result has been only a partial advancement in the art of interesting large groups of children in game

playing. The young men, especially, cannot get away from the inevitable basket ball, or a modified game of baseball, and only where professional physical trainers are in charge are the results satisfactory.

The public is always interested in the annual playgrounds exhibition, which is given as a culmination of the season's work. Several thousand children gathered on the thirteenth of August in Branch Brook Park, and there went through the evolutions of various drills and exercises to the accompaniment of a band. It was a most interesting sight to see three thousand children marching in line, counter-marching, and wheeling, a fluttering mass of color. Then came the salute to the flag, an impressive spectacle, and songs were sung by all the assembled children, after which followed a spirited Indian club drill. Then the field was cleared and forty little girls danced a Japanese dance, gowned in bright colored kimonos which they themselves had made during the sewing periods. All the children came out on the field for a wand drill, followed by two companies of little Italian boys in the manual of arms and military maneuvers. An enthusiastic drum corps, headed by a diminutive bugler, accompanied them. A unique feature of the program was the dancing of the tarantella by a group of Italian women and children, an old grandmother being the sprightliest figure in the dance.

Special drills by individual schools were interesting numbers. The program was concluded by *ensemble* dancing of the barn dance, Stockholm dance, ace of diamonds, and Hungarian folk dance by all the schools.

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